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ABSTRACT

This SPEC Kit and Flyer focus on the extent to which Association of Research Libraries (ARL) libraries engage in formal or organized customer service programs. Seventy-five out of the 121 member libraries responded to the customer service program survey (61%). The SPEC Flyer discusses results in terms of customer service program characteristics, training, data-gathering, and benefits. In addition to representative documents, the SPEC Kit contains a list of responding institutions, the survey questionnaire, and selected readings. (AEF)

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SYSTEMS AND PROCEDURES EXCHANGE CENTER

Kit 231

Customer Service Programs in ARL Libraries

May 1998

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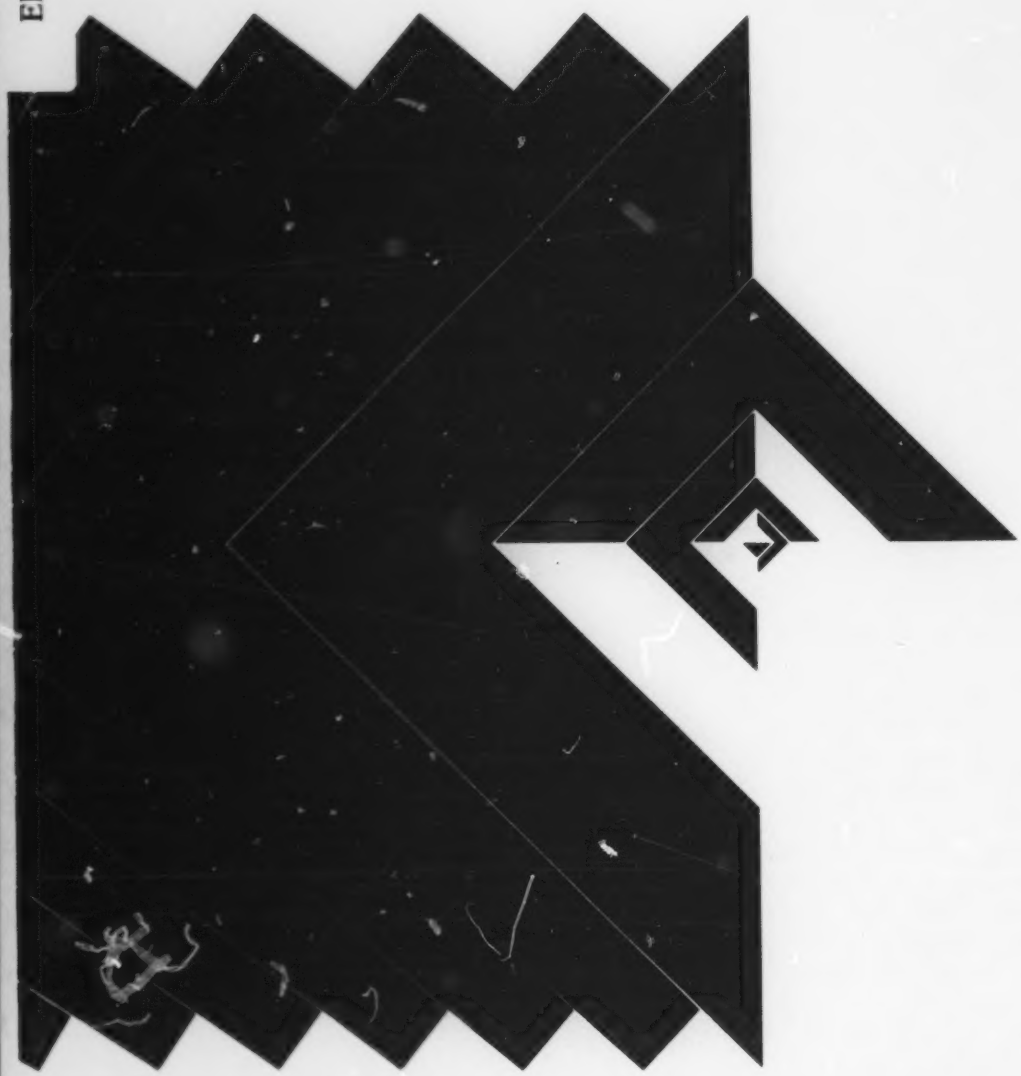

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SYSTEMS AND PROCEDURES EXCHANGE CENTER

Flyer 231

Customer Service Programs in ARL Libraries

May 1998

Introduction

Though service is a strongly established value in libraries, several ARL libraries have recently moved into even more active and intensive customer service programs. This SPEC kit reports on the extent to which ARL libraries engage in formal or organized customer service programs. The term *customer service* is used to denote programs that focus, in highly organized ways, on the people libraries serve, even though respondents might not actually use the word *customer* in describing the program. Such programs typically have one or more of the following characteristics:

- a written statement of customer service philosophy;
- training for employees in effective service delivery, both organized sessions and on-the-job training;
- measurement of service quality and consequent adjustment of service policy and delivery;
- use of data to adjust policies, services, or operations to better serve customers;
- organized processes for gathering data about customer behavior and satisfaction;
- service policies that provide latitude for staff as they serve customers; or
- an internal customer program that mirrors the program for external customers.

Extent of Customer Service Programs

Seventy-five out of the 121 member libraries responded to the customer service program survey (61% of the total ARL membership). Thirty-four (45%) reported having an organized customer service program, while 41 (55%) did not. Survey methodology, however, suggests that the number of all ARL libraries that have such programs is probably closer to 35%. Responses ranged from quite fully developed programs to ones with just a few characteristics in place. A few libraries suggested that they were just beginning to develop a customer service program.

Characteristics

Most of these programs are new: nearly half are less than three years old, and very few are more than seven years. Most programs were initiated by the libraries themselves, although 40% reported that their parent organizations had some influence in establishing their programs. The most common characteristic of the programs is staff training focusing on effective customer service (96% of respondents), regular data-gathering about customers (88%), and a written statement of customer service philosophy (73%).

Other characteristics of customer service programs are found less frequently. Of the 26 reporting libraries, only 17% have incorporated customer service as an aspect of their employee reward systems; 25% regularly measure customer service quality and satisfaction; 32% have internal customer service programs; and 39% have made customer service part of their overall performance appraisal system. Although none give front-line staff complete authority to bend the rules for customers, most libraries give them some latitude. Most libraries have a policy document defining customer groups, but 36% do not. Nearly half the respondents (43%) do not have a written statement defining different levels of service for different customer groups.

Training

In 43% of the libraries with customer service training, virtually all staff receive training, whereas in 26% of the libraries with customer service training, only those directly providing service to customers receive training. A variety of training programs were reported. For example, in one library customer service training focuses on student workers. In most of the libraries, training is on a voluntary basis or—if it is on-the-job-training—at the supervisor's discretion. Ten of the 23 responding libraries (43%), however, have mandatory customer service training for staff. Libraries use a variety of modes to deliver the training, with most training provided by library staff, staff from the parent institution, or trainers external to the parent organization. In only a few cases (22%) does a library training officer conduct the training.

Most formal training is accomplished in a day or less (65%), although in 35 % of the cases, it takes more than a day. In only 25% of reporting libraries is the training the same for all staff: when there are variations, it is typically because of different job responsibilities.

Data-Gathering

All reporting libraries gather data about their customers, both actively (e.g., focus groups) and passively (e.g., ILL use). The survey focused on active data-gathering. In a symmetrical distribution, 32% report using more active than passive data-gathering approaches; 36% report an even division between active and passive approaches; and 32% report using more passive than active approaches. Sixty-four percent of respondents report using data more than occasionally to improve customer services; 62% report relative satisfaction with the amount and usefulness of data they are gathering about customers; and 38% feel they should do more such data-gathering. The most used data-gathering methods are surveys, with exit surveys in fairly common use: these are typically done yearly or bi-yearly. Electronic suggestion and comment boxes are also common because they have the benefit of being available to customers all the time. One library uses an "interactive voice response survey." At another library, staff who regularly contact users are called *customer representatives*—a term that very few libraries would seem ready to use. The use of focus groups appears to be on the rise, with 73% of respondents reporting that they have used this data-gathering technique. Some use focus groups at least annually, but for others the technique has been used sparingly and only for very specific purposes (e.g., to refine a survey of undergraduate students or to assess customer satisfaction with photocopy services).

Benefits

The potential benefits of organized customer service programs are many. A strong philosophy of service that is understood by all staff can guide day-to-day performance and performance evaluation systems. Training based on that philosophy can provide an important means of improving services on a continual basis. Gathering and using data about customer experiences—both successes and failures—is likely to raise the quality of service and the satisfaction of customers. These benefits have been noted by the respondents. Fully two-thirds (67%) report moderate to significant improvement in their customer services as a result of the programs, as well as fairly strong staff support for the programs (76%). Of the program strategies, data-gathering and training are perceived as the most effective in improving customer service. Although some find customer service philosophies or guidelines marginally useful, many have seen them as a key ingredient in their programs.

Conclusion

Although formally organized customer service programs are a familiar feature of our day to day lives, they are relatively recent arrivals in academic research libraries. While they seem to be growing in number, they are not the norm for most ARL libraries. Moreover, where they exist, the programs are uneven in intensity. Several libraries have committed themselves seriously to the approach—incorporating it pervasively into their training, performance expectation, evaluation, and reward systems. Others are still at early stages of development, incorporating a few characteristics and experimenting with techniques such as focus groups.

Because it represents a significant cultural shift, continued growth of such programs is likely to be measured. Though the advent of customer service programs in libraries reflects commonplace developments in the private sector, academia may be skeptical about taking on such new ventures. It is a development that gets mixed reviews in libraries. For some library staff, the very word *customer* and a focus on *customer service* are seen as a drift away from core values—a drift that includes a greater focus on accountability, fund-raising, and process improvement. Whatever the perceived benefits of such a program, it represents a significant change for many library organizations and, like all change, it can produce many different reactions and very real tensions. A complete acceptance is likely to take some time. One hopes, however, that, whatever it is called, taking an organized, comprehensive approach to the continuous improvement of service to library users will become the rule rather than the exception.

This Kit and Flyer were compiled by George Soete, ARL/ OLMS Organizational Development Consultant.

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SYSTEMS AND PROCEDURES EXCHANGE CENTER

Customer Service Programs in ARL Libraries

A SPEC Kit compiled by

George J. Soete
ARL/OLMS Organizational Development Consultant

May 1998

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SYSTEMS AND PROCEDURES EXCHANGE CENTER

Kit 231

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May 1998

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SURVEY RESULTS

SPEC SURVEY ON CUSTOMER SERVICE PROGRAMS IN ARL LIBRARIES

February 5, 1997

TO: ARL Directors

FROM: George Soete
ARL/OLMS Organizational Development Consultant

Libraries have historically taken great pride in the services they offer. Several ARL Libraries have recently moved into even more active and organized programs related to the people they serve. This survey seeks to discover the extent to which ARL libraries engage in formally constituted customer service programs.

DEFINITIONS

"Customer service" is a term borrowed from the profit-making sector of our economy. It is deliberately used in this survey to denote programs that focus, in highly organized ways, on the people libraries serve. Although you may prefer to use other terms, such as *user, client, or patron,* in this survey we ask that you focus on the concepts embedded in "customer service" rather than on the term itself.

Customer service programs typically have one or more of the following characteristics:

- a written statement of service philosophy;
- organized processes for actively gathering data about customer behavior or satisfaction;
- use of data to adjust policies, services, or operations to serve customers better;
- measurement of service quality and consequent adjustment of service delivery;
- training in effective service delivery, through both organized events or on-the-job training; or
- service policies that provide latitude for staff as they serve customers.

The concept of the "internal customer" is also one that many organizations have adopted. Such a program calls for the application of customer service principles and programs to colleagues in our organizations.

Your individual responses to this survey are guaranteed confidential treatment.

---

1. Using these concepts, would you say that you currently have a formal customer service program in your library?

   Yes 34
   No 41

   If you responded "no," please complete the name and institution section at the end of the survey and return it to George Soete.

2. How long have you had a formal customer service program?

Less than a year	2
One to three years	10
Four to seven years	9
Eight to twelve years	2
More than twelve years	2

3. What was the impetus for instituting your customer service program?

The library instituted the program on its own	15
Impetus came from our parent organization (campus, etc.)	6
Other (please explain in the space below)	4

4. Do you have a written customer service philosophy or other document that serves to guide your program?

Yes	17
No	7

5. Do you have a written policy document that defines your customer group?

Yes	15
No	9

6. Does your definition distinguish among different levels of service for different segments of your customer group?

Yes	11
No	10
N/A	2

7. Do you regularly gather data about customer behavior, satisfaction, etc.?

Yes	21
No	3

If no, please skip to question #13.

8. This item seeks to discover the extent to which you engage in passive or active data-gathering in your customer service program. Passive data-gathering includes analysis of circulation records, ILL transactions, etc.—it requires no active involvement of customers beyond their normal activities in the library. Active data-gathering uses techniques such as exit surveys and focus groups that require active participation of customers. Please check the statement that best describes your data-gathering activities:

Exclusively passive	0
Mostly passive	2
Somewhat more passive than active	5
Evenly divided between passive and active	8
Somewhat more active than passive	3
Mostly active	4
Exclusively active	0

9. If you use active data-gathering techniques, please supply details below:

Library	Activity	Frequency	Comments
Arizona State University	library-wide customer survey dept. or team surveys with special focus, e.g., patent collection use, technical services, internal customers	every year or two	
University of California–Santa Barbara	class and workshop evaluations		
Georgetown University	a) surveys b) focus groups c) suggestions	yearly bi-yearly accepted at any time	

(cont'd)

Library	Activity	Frequency	Comments
Georgia Institute of Technology	survey of every visitor to the library (This will soon be done by electronic turnstile for Georgia Tech customers, and database entry for all outside visitors, indicating affiliation, and date and duration of each visit, giving us year-round, exact statistics on 'who' is using us). Faculty reactions to electronic reserves, conducted as 1 hour, individual interviews with 40 faculty members, were part of design considerations before releasing a 'second generation' electronic reserves service."	every couple of years	We have done several analyses of database usage by user type, and some investigation of the nature, and relative success, of searching databases. Findings indicate ways we might make instructions more useful, revising layout of resources and services on the library's homepage, and determining the degree of usefulness of each database we load and make available to our institution's students, faculty and researchers. Photocopy, laser print, and microformat-to-paper printing inform decisions on equipment purchase, distribution of equipment, and pricing.
University of Hawaii	a) visit customers and interview them b) email and phone polling and interviewing c) maintain central email account for users' comments d) customer representatives (liaison librarians) contact patrons via email and phone e) meetings with all system library directors f) ad hoc project meetings g) customer conferences	annually sporadically daily daily monthly sporadic annually	
University of Kentucky	satisfaction survey	annually	exit survey

(con't'd)

Library	Activity	Frequency	Comments
Laval University	a) general users surveys	about every 5 years	
	b) specific users survey	irregular	specific services needs assessment
	c) users committee (in addition to the senate library committee) c.1) library/academic units liaison committees c.2) students users committees	3 or 4 times a year	
McMaster University	user survey	first done March '97; will be bi-annual	separate survey instruments for faculty and student users
University of Manitoba	ILL user survey	one time	
National Agricultural Library	customer self-administered survey	1995	plan to follow up with another survey
National Library of Medicine	interactive voice response survey	annual	customers who use 888 toll-free service
	exit survey	bi-annual	customers who use on-site reading rooms
	comment/contact page on www	always available	any customer, domestic or international
University of Nebraska-Lincoln	electronic suggestion box	ongoing	
	focus groups for library instruction course	once so far	evaluation of first few semester courses was offered
University of Pennsylvania	faculty survey	as needed	recently done annually
	graduate students survey	as needed	
	undergraduate survey	as needed	
Rice University	focus groups, surveys	irregular	often useful
State University of New York at Buffalo	exit surveys	every 2 years	all libraries
	focus groups	related to specific projects	
	user feedback	continuous	

(cont'd)

Library	Activity	Frequency	Comments
Texas A&M University	library council	monthly	
	liaisons to student government	quarterly	
	student library council (meets with dean)	quarterly	
	SERVQUAL survey		
University of Utah	user satisfaction surveys	conducted every 2 years ('95, '97)	
	web-based user satisfaction surveys	ongoing (implemented Feb. '98)	
	"Tell-Us" suggestion boxes (print and electronic formats)	ongoing	
University of Virginia	student advisory group	quarterly	
	faculty survey	every 2 years	
	student survey	every other year (opposite faculty survey)	
University of Washington	a) faculty/student mail surveys	every 3 years	see: <http://staffweb.lib.washington.edu/survey98/default.htm>
	b) exit surveys of non-affiliated users	every 3 years	
Washington University	surveys	irregular	Recently, surveys asked for feedback from faculty, graduate students and undergraduates about why and how they use the main library, where improvements are needed, etc.
	focus groups	irregular	used focus groups of library staff to get feedback on services provided by the library support services unit; have also used focus groups to learn about unmet user needs in individual branch libraries

(cont'd)

Library	Activity	Frequency	Comments
University of Waterloo	user surveys	over 5 year interval	see: <http://www.lib.uwaterloo.ca/staff/mis/surveys/survey1.html>
	study space survey	end of '96	report coming out soon
	study space focus groups	end of '97	report on the way
Wayne State University	focus groups	varies	issue-driven
	user surveys (library customers, newsletter recipients, distance education program students, internal university customers, internal library system customers)	varies	issue-driven
	exit interviews of most recent library school graduates	each semester	
	satisfaction survey of employers of recent library school graduates	infrequently	

10. Do you use focus groups as one of your active data-gathering techniques?

Yes 16
No 6

If yes, please supply details:

11. Please check the statement that best describes the degree to which your organization uses data to improve customer service:

We constantly use data to make adjustments in our customer service programs	2
We often use data to make adjustments in our service programs	12
We use data only occasionally to make adjustments in our service programs	7
We tend not to use data to make adjustments in our service programs	0
Other (please explain in the space below)	1

12. Do you feel your organization is making sufficient use of data to improve customer service? Check the statement that best applies:

Yes, though we could always do more, we are making sufficient use of data	3
We need to do more with data, but we have a solid and growing program	13
We should be doing somewhat more with data to improve service	4
We should be doing a great deal more with data	6
Other (please explain in the space below)	0

13. Have any library staff undergone customer service training as part of your program?

Yes	23
No	1

If "no," please skip to question #19.

14. Please check the statement that best describes who on your staff receives customer service training:

Virtually all staff receive customer service training	10
Only staff directly serving external customers receive this training	6
Other (please explain in the space below)	7

15. Please check the statements that best describe the general mode in which customer service training is provided to staff noted in #12 above. Check as many as apply:

Training sessions at which attendance is mandatory	10
Training sessions at which attendance is voluntary	16
Mandatory on-the-job training	6
On-the-job training at the supervisor's discretion	12
Other (please explain)	0

If you do not have formal training sessions as part of your program, please skip to # 19.

16. Please check the statement that best describes who delivers formal training sessions:

Library training officer	5
Library staff	12
Parent institution's training department (e.g., campus training office)	9
Trainer(s) external to the parent organization (e.g., local training company)	9
Other (please explain)	2

17. Please check the item that best describes the total amount of time which your staff spends in formal customer service training:

One hour	1
Two hours to half a day	9
Half day to full day	5
More than a full day	8

18. Do all staff undergo the same customer service training?

Yes 6
No 18

If "no," please explain (for example, your program may offer training for librarians that is different from that offered to other staff).

19. Is customer service performance an explicit part of your overall performance appraisal system; that is, have you set formal written expectations about customer service performance or included it in your performance appraisal checklist?

Yes 9
No 14

If "yes," please indicate how you have incorporated customer service performance in your appraisal system in the space below:

20. Do you have a system of rewards specifically for customer service performance?

Yes 4
No 20

If "yes," please explain in the space below:

21. Do you regularly measure customer service quality or effectiveness?

Yes 6
No 18

If "no," please skip to #21.

22. Please provide examples of the customer service quality measures that you use. Examples might include monitoring service transactions and providing feedback to staff or sampling for accuracy of reshelving.

Examples:

23. Do front line staff in your organization have authority to "bend the rules" for customers?

Yes, they have complete authority	0
Yes, they have considerable authority	10
Yes, they have some authority	11
Yes, they have a small amount of authority	3
No	0
Other (please comment)	2

24. Do you have an internal customer service program?

Yes	8
No	17

If "no," please skip to question #26.

25. Please check as many statements as possible that apply to your internal customer service program:

We have a formal statement of philosophy or guidelines	3
We offer formal training in internal customer service	4
We include effective internal customer service in performance expectations and performance evaluation	7
We measure the effectiveness of internal customer service	4
Other (Are there other attributes of your program that deserve mention here?)	0

26. Using the following scale, please indicate for each statement your perception of how true it is for the customer service program in your organization:

5	4	3	2	1	0
very true	somewhat true	true to a small extent	mostly not true	too early to tell	not applicable

a. Our program has significantly improved service to customers.

	5	4	3	2	1	0
N=21	1	13	2	0	5	0

b. Staff support the program.

	5	4	3	2	1	0
N=21	4	12	3	0	2	0

c. Formal training has been effective in improving customer service.

	5	4	3	2	1	0
N=22	2	12	3	0	3	2

d. On-the-job training has been effective in improving customer service.

	5	4	3	2	1	0
N=21	4	11	1	0	2	3

e. Data-gathering has improved service to customers.

	5	4	3	2	1	0
N=22	5	10	3	1	2	1

f. Having a written statement of customer service philosophy or guidelines has improved service to customers.

	5	4	3	2	1	0
N=20	1	4	5	2	2	6

g. Having customer service performance expectations and evaluating customer service performance of staff has improved service to customers.

	5	4	3	2	1	0
N=20	2	5	3	0	2	8

h. Giving front line staff the authority to "bend the rules" for customers has improved our services program.

	5	4	3	2	1	0
N=21	5	5	5	1	1	4

27. Would others in your organization have responded differently to the items in the previous question?

Yes 9
No 10
Perhaps 2

If "yes," please explain:

28. Would you be willing to be interviewed by telephone concerning your customer service program? If so, please write your telephone number here:

DOCUMENTATION

As you know, SPEC Kits are used by libraries all over the world as aids in improving their services and operations. A key feature of the Kits is the written documentation that you provide along with your survey responses. Here are types of materials that would be particularly useful:

- written statements of customer service philosophy;
- written description of your program;
- written definition of your customer group and distinctions in services offered;
- examples of data-gathering instruments that you use in the program;
- written course schedules, syllabi, etc., related to customer service training for staff;
- written description of your customer service training program;
- examples of written expectations related to customer service performance by staff;
- documentation related to your internal customer service effort;
- list of measures that you use in evaluating customer service; or
- policy statements, if any, on bending the rules for customers.

RESPONDING INSTITUTIONS

University of Alabama
University of Alberta
Arizona State University
Auburn University
Boston University
Brown University
University of California–Davis
University of California–Irvine
University of California–Riverside
University of California–Santa Barbara
University of Chicago
University of Colorado
Colorado State University
Emory University
University of Florida
Florida State University
Georgetown University
University of Georgia
Georgia Institute of Technology
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Laval University
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University of Minnesota
University of Missouri
National Agricultural Library
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Tulane University
University of Utah
Vanderbilt University
University of Virginia
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Washington State University
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REPRESENTATIVE DOCUMENTS

January 17, 1997

GUIDELINES FOR PERFORMANCE STANDARDS AT A REFERENCE DESK

VISION: The George A. Smathers Libraries ongoing mission is to support the evolving teaching, instruction and research endeavors at the University of Florida. Providing intellectual and physical access to all forms of recorded knowledge for our primary constituency is the fundamental responsibility of the Libraries. Therefore, the first goal in the Libraries Strategic Plan is to assess the University constituency needs for library resources and services and to ensure library programs meet these needs. An important objective of this goal is to develop collection and service plans that reflect institutional program priorities and that meet 90% of constituency needs for information and services. In addition, fostering cooperative efforts in local, state, and national information programs for the benefit of University of Florida faculty, students, and staff, the citizens of Florida and the scholarly community is an integral necessity. Moreover, by actively creating the library of the 21st Century, the aim is to ensure the future vitality of the Libraries' mission.

Listed below are guiding principles in four areas:

Our Users

- We center everything we do on the needs of our user community who are at the heart of every decision we make.
- We seek out and listen carefully to user suggestions, complaints, and statements of need

Ourselves

- We recruit, hire and reward staff dedicated to improving their work.
- We achieve excellence by direct involvement in making decisions about our work.
- We have the opportunity, responsibility and authority to engage in continuous improvement of services and processes.
- We are committed to staff development and empowerment.
- We value public service activities as an integral part of our assignment

Our Environment

- We create a supportive atmosphere for innovation, experimentation and risk taking.
- We are committed to fair, honest and respectful treatment of all individuals.
- We affirm the values of collegiality, humor and community in the workplace.
- We are committed to maintaining identifiable serrvice points.

Our Commitment to Service

- We are committed to outstanding and accurate service to our users.
- We continuously improve our service through responsible stewardship of our resources.
- We are committed to collaboration, coordination, and outstanding service to one another in all areas where our work is interdependent.
- We are committed to continuous evaluation of service quality and effectiveness.

Meeting high standards of Reference Desk Service includes:

- Exercising initiative, judgment, courtesy and flexibility in meeting the needs of library users
- Offering active, rather than passive, assistance to users
- Ensuring that the Reference Desk area will not be unattended for more than a few minutes.
- Making extra efforts for users who have special needs
- Following up on questions when possible ("Did you find the answer?")

- Using Reference Desk hours appropriately; thus, scheduling student appointments, brief (or lengthy) meetings with other staff members, conversations, etc. at non-desk times.

Attached are the standards which provide a means of assessing staff performance based on the Libraries' Vision and Guiding Principles.

University of Kentucky Libraries

Key Principles for Service

We, the library staff, commit that we will continually strive to:

- **Appreciate our patrons**
- **Always be polite and cordial**
- **Accept all questions as valid**
- **Refer and follow-up all unanswered questions**
- **Apologize when appropriate**
- **Keep a positive attitude**

III. CLIENT SERVICES

Services are provided to a number of client groups. Primary clientele are defined as University of Manitoba students, faculty and staff as well as individuals or groups who have special agreements with the University. The goals outlined in Client Services are directed to our primary clientele.

GOAL 1:

Meet the evolving library needs of our primary clientele.

As evidenced by:

- ☐ the determination of the needs of our primary clientele;
  Strategies:
  - *maximize contacts with primary clientele*
  - *design, administer and evaluate various forms of user surveys*
  - *solicit input from public service staff*
  - *measure unit services against the Libraries' Public Services Coordinating Committee's [PSCC] Public Service Standards*
  - *ensure that student representatives are on all Library User Committees*
  - *identify services which can be re-evaluated, done differently or phased out*
- ☐ demonstrated client satisfaction.
  Strategies:
  - *ensure that all staff are well informed of Libraries policies and procedures*
  - *ensure that Libraries policies are communicated to all clients*
  - *provide ongoing client service training for all staff*
  - *administer formal and informal user surveys*

GOAL 2:

Enhance the learning environment of our primary clientele.

As evidenced by:

- ☐ the implementation of new technologies to provide quality service;
  Strategies:
  - *institute pilot projects to test information technology products and services*
  - *digitize selected collections such as reserves and archival material*
  - *implement real time (interactive) communication via the WWW between library staff and clients*
  - *implement electronic reference/information services*
- ☐ flexible approaches to library hours and services;
  Strategies:
  - *compare existing hours to minimum standards as identified by PSCC*
  - *determine the service needs of specific disciplines*
  - *allocate funds for expansion of library hours where warranted*

IV. LIBRARY DEVELOPMENT

Fiscal realities demand that the Libraries be proactive in increasing revenue and support through fundraising, partnerships and other innovative activities.

GOAL 1:

Strengthen partnerships between the Libraries and other units within the University.

As evidenced by:

- further cooperative ventures between the Libraries' Development Office and the Office of Private Funding;
  Strategies:
  - *consult and work with the Office of Private Funding to raise funds for Libraries' priorities from individuals, corporations, foundations and other appropriate sources*
  - *work with unit heads and other library staff to identify development projects or programs and funding opportunities*
- improved lines of communication between Libraries and IST;
  Strategies:
  - *institute regular meetings*
- increased cooperation among the Continuing Education Division, the Department of Continuing Medical Education and Libraries;
  Strategies:
  - *implement the recommendations of the Task Force on Distance Education report*
- increased partnerships between unit libraries and the Faculties;
  Strategies:
  - Libraries *will explore having unit heads or a representative on all faculty councils*
- increased partnerships between the Libraries and the UM Bookstores.
  Strategies:
  - *investigate common databases (eg., Books In Print)*
  - *sell materials published by the Libraries in the UM Bookstores*

GOAL 2:

Develop strategic partnerships with other universities and libraries, the professions, government, business, and special interest groups.

As evidenced by:

- sponsorships of special collections, services, facilities and equipment;
  Strategies:
  - *establish library endowments to provide a reliable, continuing source of income for the acquisitions of materials and equipment*
  - *identify, establish and foster partnerships which will fund ground-breaking information technology initiatives*
- the adoption of a more entrepreneurial approach to marketing our services as information and library specialists.

Fact Sheet
Customer Service Policy

NLM has developed a general customer service policy in response to the Clinton administration's Reinventing Government initiative. A major part of this initiative involves federal agencies examining how they conduct business and striving to make changes that will result in providing better service to customers. If you have comments about this policy, please send them to NLM's Customer Service Team, 8600 Rockville Pike, Bethesda, MD 20894 or email: custserv@nlm.nih.gov.

The Library's Mission

The National Library of Medicine collects, organizes, and disseminates the biomedical literature of the world in order to advance the medical and related sciences and to improve the public health. The Library serves as a national information resource for research, health care, the education of health professionals, and service activities of Federal and private agencies, organizations, institutions, and individuals.

The Scope of the NLM Collection

NLM's collection is intended to serve the information needs of U.S. health professionals, but access to information in the collection is available world wide. The Library comprehensively collects the world's substantive biomedical publications to support its mission. Although the importance of consumer health information is recognized, and the public may use the Library's information services, the Library does not collect information that is written for the public.

NLM's Customers

Our primary customers include:

- health science librarians and information specialists
- health care providers, researchers, scholars, and students
- historians

Customer Service Values

- We will treat all of our customers with courtesy.
- Our customers will be assisted by knowledgeable staff.
- We will provide information and instructional materials to assist our customers in using our products and services.
- We will meet or exceed our established deadlines for providing customer service.
- Periodically, we will assess our customer's needs and level of satisfaction with our services.

Customer Service Commitment

Our goal is to respond to your inquiry according to the following standards:

If you call the Library using our 1-888-FIND NLM number...

- ...staff will be available to assist you during business hours. Our business hours will be prominently posted and noted in our brochures and through other information sources.

If you mail or fax your request....

- ...you will be sent a response within ten working days after we receive your inquiry.

If you contact us via electronic mail...

- ...you will be sent a response within five working days after we receive your inquiry.

If we cannot provide a full response within these time frames, you will receive confirmation that we received your request, with an estimate of the delay before we can provide a full reply.

If you visit the Library...

- ...you will receive information on how to use our collections and services from staff in our Reading Rooms. Staff will be available to assist you during business hours, which will be prominently posted and noted in our brochures and on the NLM Web pages.

Free MEDLINE | Search NLM Site | Health Info | Contact NLM | Site Map

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Customer Services Pilot Project Overview

NLM is committed to improving service to its customers, with these specific goals:

- Goal 1: Improve the quality and timeliness of service to the customer
- Goal 2: Increase NLM staff productivity and job satisfaction
- Goal 3: Turn customer feedback and staff knowledge into product improvement

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A major objective of the National Library of Medicine is providing access to health sciences and biomedical information. Although it is essential that the Library select, acquire, organize and provide access to the information in NLM and the National Network of Libraries of Medicine, a vitally important task is to ensure that the health professionals (researchers, care providers, educators, administrators and students) and the information professionals who assist them, as well as members of the general public, receive the assistance they require to locate information resources pertinent to their needs. This task is accomplished through customer service, making a client centered customer service one of the Library's most important programs. Customer service, however, has the secondary but equally important task of collecting, analyzing and reporting users' feedback on their use of the Library's programs and services.

Goal 1: Improve the quality and timeliness of service to the customer

- Conduct a survey on customer satisfaction
- Streamline 800 number tree
- Streamline electronic communication
- Define and publish service guidelines
- Install customer support system
- Adopt proactive service methods

Goal 2: Increase NLM staff productivity and job satisfaction

- Implement a flexible staffing model
- Provide a continuous training program
- Reward outstanding customer service achievements

Goal 3: Turn customer feedback and staff knowledge into product improvement

- Implement QUINTUS customer service software
- Acquire customer feedback data
- Ensure responsiveness and accountability

The Customer Service Team members are: Pamela Meredith, Carolyn Tilley, Sara Tybaert, Anne Maria Baxter, David Vecchioli, with Naomi Miller and John Butler providing technical assistance, and Zoe Stavri providing statistical consultation.

NLM Home Page | Intranet Home Page | Suggestion Box
Search NLM WWW Site

U.S. National Library of Medicine (NLM)
http://www.nlm.nih.gov/
Last updated: 11 December 1997

As part of a broader Service Excellence program for the University at Buffalo Libraries, the Service Excellence Task Force developed the following philosophy and policies statements. The Task Force consulted with staff in all represented units, asking "What does service excellence mean to you? Why do you feel service excellence is important? With the exception of increased staffing, what one thing could the University Libraries do to enhance your ability to provide excellent service?" With responses in hand, the Task Force recognized major areas of mission, service, management, communication, training, interaction, and supervision which needed to be addressed.

After extensive drafting and discussion, the Task Force sought and gained approval to establish this credo. The final document presents an effective and concise statement of our shared values. It is far more than a series of platitudes, because it was conceived as a "two-way street," addressing the responsibilities and commitment of both management and staff.

The Task Force believes the staff will find in these statements both guidance and encouragement. This document gives to the University Libraries a substantive, visible communication of its mission and practices, as well as a blueprint to continued excellence in service to its various constituencies.

Barbara von Wahlde
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Science and Engineering
Library

Mary Ann Wachowiak
Clerk III
Law Library

January, 1991

Philosophy of Service

The University Libraries at the State University of New York at Buffalo subscribe to the following fundamental service values:

Understanding of the Libraries' role within the University's mission.

Commitment to high quality programs and operations.

Openness to the concept of change.

Responsiveness to the needs and priorities of our users.

Commitment to providing equitable access to the Libraries' resources and systems.

Obligation to work as a team.

Necessity for every library administrator and supervisor to set the example for both service commitment and excellence.

Accountability of every staff member for efficient and effective work in pursuit of excellent services.

Availability of training and development opportunities for all staff.

Recognition that the contributions of every staff member are vital and valuable to the Libraries' service mission.

Service Policies

The University Libraries of the State University of New York at Buffalo endorse the following service-related policies:

Respond to user needs and priorities in a professional, timely, courteous, and helpful manner.

Offer programs and services that are responsive to culturally diverse users and foster an appreciation of diversity among library staff.

Promote information literacy and empowerment for all members of the University community.

Monitor service delivery and work performance on a regular basis to maintain responsiveness to users and effective operations.

Develop and utilize technologies that increase information access within the context of responsible budgetary management.

Maintain active and influential roles in the networks and cooperative endeavors in which the Libraries participate.

Promote access to remote library collections and information as a supplement to local resources.

- Recognition that the contributions of every staff member are vital and valuable to the Libraries' service mission.

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Promote access to remote library collections and information as a supplement to local resources.

Publicize and market the Libraries' services and resources both within and outside the University.

Identify potential sources of monetary and moral support which will allow the Libraries to experiment with and offer new services.

Recruit, train, evaluate, and promote staff with service as a primary consideration.

Maintain open lines of communication and consultation regarding library policies and programs among library management, staff, faculty, and users.

Consider that the individual behaviors and actions of staff members have an impact on the image of the Libraries and their services.

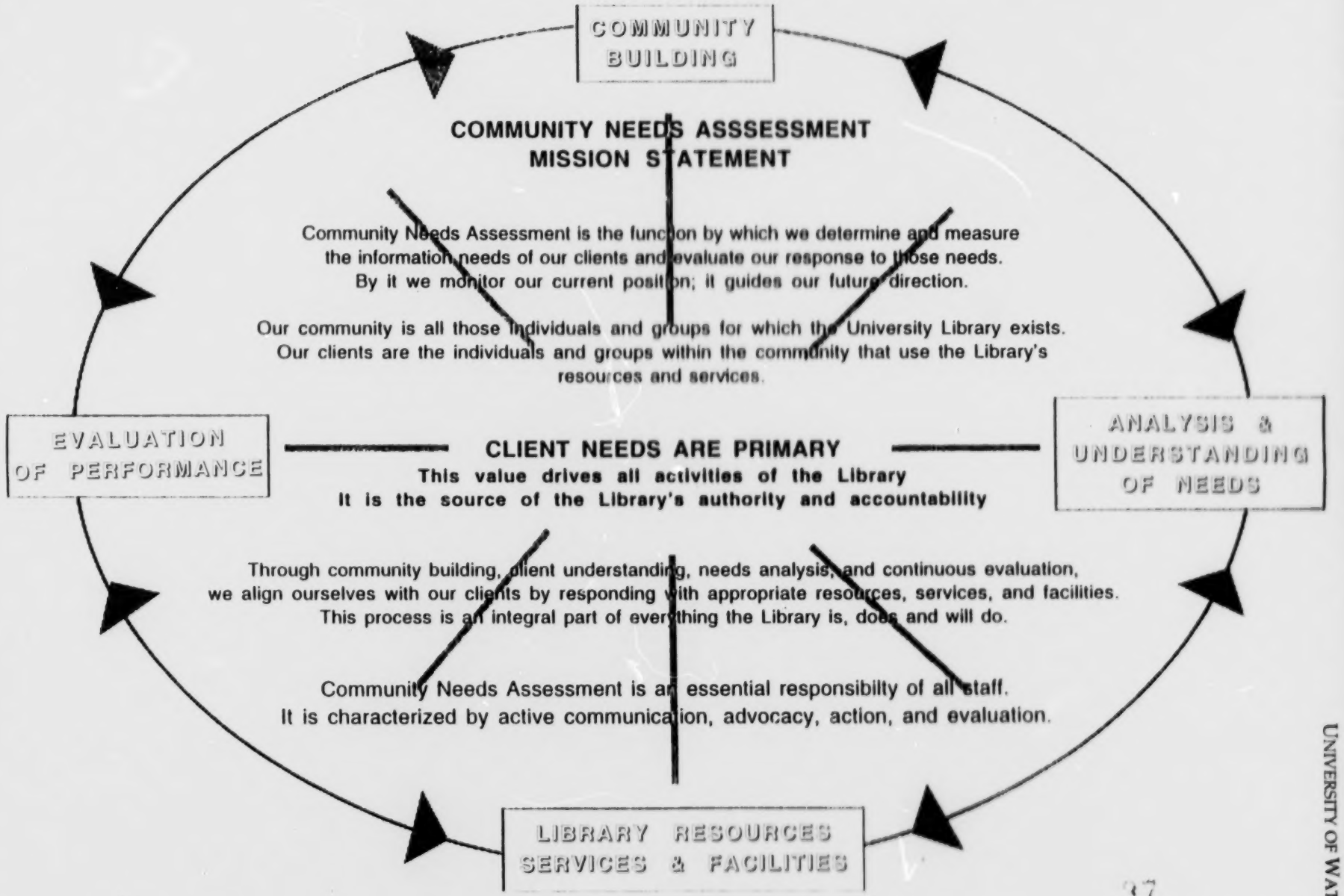
Exercise initiative and make decisions at the most immediate level.

Encourage understanding and sensitivity for each other's roles and responsibilities.

Recognize, engage, and celebrate the skills, knowledge, potential, and accomplishments of all staff.

Provide opportunities for staff development through a responsive training program, continuing education, and professional involvement.

Maintain a safe, healthy, comfortable work and study environment which fosters productivity, staff morale, and institutional pride.


COMMUNITY BUILDING
COMMUNITY NEEDS ASSSESSMENT
MISSION STATEMENT
Community Needs Assessment is the function by which we determine and measure the information needs of our clients and evaluate our response to those needs. By it we monitor our current position; it guides our future direction.
Our community is all those individuals and groups for which the University Library exists. Our clients are the individuals and groups within the community that use the Library's resources and services.
EVALUATION OF PERFORMANCE
CLIENT NEEDS ARE PRIMARY
This value drives all activities of the Library
It is the source of the Library's authority and accountability
ANALYSIS & UNDERSTANDING OF NEEDS
Through community building, client understanding, needs analysis, and continuous evaluation, we align ourselves with our clients by responding with appropriate resources, services, and facilities. This process is an integral part of everything the Library is, does and will do.
Community Needs Assessment is an essential responsibility of all staff. It is characterized by active communication, advocacy, action, and evaluation.
LIBRARY RESOURCES SERVICES & FACILITIES

UNIVERSITY OF WATERLOO

Infrastructure Mission Statement

How can we help?

We are here to enhance the Library's working and learning environment by helping to provide an appropriate physical setting, essential support resources and services, and a healthy organizational culture.

Our goal is to help you.

We are committed to serving, supporting and enhancing the working life of the Library community by:

- recognizing the value and interdependence of all library staff
- listening actively and with an open mind
- sharing, interpreting, and explaining information and ideas
- consulting, investigating, and advising on ways to meet challenges
- providing and facilitating the use of tools and resources
- responding sensitively and consistently to all
- being individually and collectively responsible for our actions
- sharing responsibility for system-wide thinking

We are committed to the stewardship of the Library's resources.

Infrastructure Process Group (LibInfra@library.uwaterloo.ca)
Last Updated: 95/02

CISTI Response

- draft a strategic plan
- develop a new mandate
- accept a much more business like approach
- review and "rationalize" product line
- set up a marketing group
- developed a service oriented business culture
- reorient the institute's service structure

The Need for a Service Culture

- decreasing public funding
- increased need for revenue generation
- global competition
- a need for marketplace differentiation
- more sophisticated customers with much less loyalty

Service Culture Benefits

- provides a competitive edge
- avoids price cutting and reduction of services
- assists in creating market differentiation
- provides rich source of customer information
- provides rich source of information on our own resources

Definition of Service Excellence

A level of service quality, that surpasses not just our competitors but our customer's expectations and is high enough in the eyes of these customers to enable us to charge a higher price for our service product, gain a larger market share and develop increased revenues.

Service Management Approach

- implemented total organizational approach
- addressed both reality and customer perception of quality service
- became the driving form for the operation of the business
- became the building plan for a service culture

Moments of Truth for our Customers

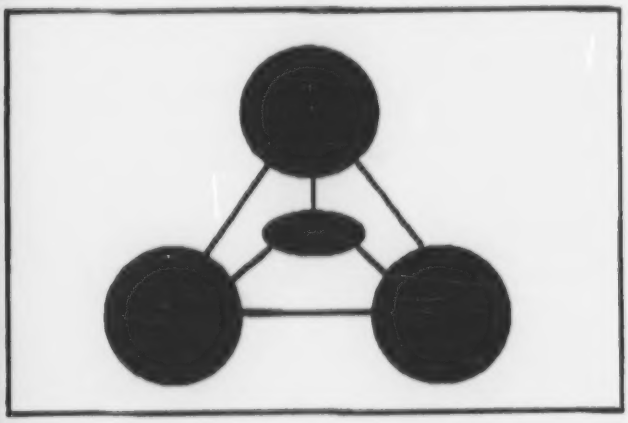
Selected MOTs for CISTI customers:

- customer inquiry about service
- customer registration
- customer has a problem accessing a online service
- customer need a technical problem researched
- customer is looking for document order
- customer can't understand an invoice

Turn the Pyramid Upside Down

- ignore jobs and look at where Customer interfaces are in organization
- look to the frontline staff as your key asset
- consider your frontline staff as your first customers
- management itself becomes a service
- instill a shared fate concept

Customer Service Triangle



CISTI Strategic Plan

- mandate and mission
- identified our core business lines
- set out objectives and strategies
- maintained and expanded our existing strong focus on customers
- identified client satisfaction, retention and growth as prime indicators

CISTI Core Values

- top down/bottom up process
- team work, continuous learning, positive attitude, leadership qualities and ....

  Quality Service to clients and one another

  We will:

  - **listen and understand**
  - **communicate clearly**
  - **exceed expectations**

Customer Service Initiatives

- CISTI First Customers - Staff
- Customer Service Training Program
- Communications Systems
- Customer Management Software
- Client Registration and Billing systems
- Customer Oriented Organization
- Competitor/Customer Research

CISTI First Clients - Staff

- as you trust you customers, also trust your staff
- empowerment of the employees
- encourage better 2 way communication
- permit pride of workmanship
- CISTI's Employee Advisory Forum
- permanent position with a council and program
- EAF program includes: training, seminars, newsletter, ombudsman, QWL
- on going and a permanent process

Customer Service Training Program

- not just "smile training"
- all frontline, and many support staff
- basics of politeness, telephone etiquette, listening skills, compliant handling, etc
- staff review of customer service systems, structures and resources
- staff report with recommendations

Communication Systems

- telephone and email
- 800 line upgraded and promoted
- Voice Mail for Frontline staff
- email was provide to all Frontline staff
- email etiquette course

Customer Management Software

- Helpline Software
- facilitates storage and retrieval of information on customers & their services
- customer computer hardware and software
- the nature of calls to the organization
- shares information between CISTI sections
- maintains a history of problem resolution
- generates statistics

Customer Registration and Billing systems

- design systems that support your clients and your staff
- new customer registration system
- new central invoicing and billing system

New Customer Oriented Organization

■ Remote Customers	Client Services Group
■ Onsite Customers	Onsite Services Group
■ Regional Customers	NRC Information Centres
■ Large Customers	Marketing Group

Remote Customers

Client Services Group

- offsite services group
- 800 line, email, fax
- customer registration and billing issues
- basic CISTI services inquiry
- customer service referral

Onsite Customers

Onsite Services Group

- main basic information desk for all onsite clients
- general information, directional and referral service
- stack retrieval, copying and study facility support
- soon catalogue information and instruction
- soon guidance in use of reference tools

Regional Customers

National Research Council's Information Centres

- regional branches spread across Canada
- offer full access to all CISTI services
- offer specialized information expertise based services
- often located in key high tech areas

Large Clients

Marketing Group

- 80/20 rule
- Key Account Management System
- customer care and retention
- building personal long term relationships
- loyalty marketing

Competitor/Customer Research

Marketing Group

- Competitor Research
  - evaluate your competitors
  - evaluating their products and services
- Customer Research
  - understand the customer interface
  - find out what it takes t o delight your customers and what they think of you
  - treat customers as stakeholders

The Web

Communications Group

- the newest customer support tool
- estimate 85% of customer base is Web enabled
- broadcast and transaction tool
- great attention of web page as a primary customer communication tool
- moving to improve transaction/business capability of the web site

Lessons learned...

- service has a greater impact economically than we expected
- it takes a lot of time, energy, persistence and money
- it requires organization change
- it requires long term, consistent senior management support
- the systems are the real enemy
- the frontline employees are your real allies

Lessons learned...cont'd

- service is as much perception as reality for your clients
- your customers will surprise you...watch those assumptions
- never loss site of the quality
- managers don't control quality of service - your frontline employee do

The End

KEYS TO QUALITY LIBRARY SERVICE

A workshop for library student assistants

Course Outline

1. Welcome

2. Purpose of program

The purpose of "Keys to Quality Library Service" is threefold:

- to acquaint you with the library's mission and service goals and to update you on major library-wide activities
- to review the principles of quality service we have adopted in the library and expect all library staff, including students, to uphold
- to discuss how we can utilize these principles in daily work situations

3. Participant introductions

Each person states their:
1. name
2. hometown
3. major
4. the library in which they work

4. Library vision, values, mission and service initiatives

[review, discuss from handout]

5. Importance of student assistants in library service initiatives

- Student assistants outnumber regular library staff and faculty in headcount and almost in FTE
- Student assistants do most of the night and weekend service work in the library system and often work alone.

6. Update on major library systems activities

[customize to highlight current activities]

7. 6 Key Principles for Library Service

- Appreciate our patrons
- Always be polite and cordial
- Accept all questions as valid.
- Refer and follow-up all unanswered questions
- Apologize when appropriate
- Keep a positive attitude

8. Service Discussion

[Use video, skit, scenarios, open brainstorming of experiences, or other method to generate group participation in discussion of service issues.]

9. Telephone Service

10. Unusual Situations

[emergencies, irate/irrational customers, etc.]

11. Conclusion and evaluation

Tips for Dealing with Unusual Situations

Patrons Who Are Upset or Angry

Keep your cool. A patron's angry words are not usually a personal attack on you. Just remain calm and let the person vent.

Listening is the key to dealing with a complaint. Repeat what you are hearing and make sure you understand the problem.

Apologize without blaming. Tell the person you are sorry the problem occurred and that we will try to get the problem resolved.

Direct the problem to the appropriate person to solve it. If a staff member is available, immediately turn them over to the staff member. If a staff member is not available, take the patron's name, where they can be reached during the business day and the nature of the problem. If the patron prefers, they may write out the information themselves. Assure them that a staff member will get back to them as soon as possible.

In the unlikely event that the situation becomes verbally or physically threatening, do not hesitate to call 911. State your location first, then the nature of the problem.

Building

If there is a life threatening building emergency, **pull the nearest fire alarm and vacate the facility** (ask your supervisor for evacuation procedures). If there is not a fire alarm near, clear the facility and then find a safe phone and call 911. State the location and the nature of the emergency.

Check with your supervisor to see what to do about non life threatening emergencies such as water leaks or malfunctioning locks etc. UK Physical plant does have a dispatcher and engineers on duty 24 hours and they can always be called in a building emergency. Their number is **7-2830.**

Weather

Check with your supervisor about procedures for evacuation and/or closing during dangerous weather.

Our 6 Key Principles to Quality Service also apply when we are serving our patrons over the telephone. Below are some additional tips in giving quality service over the telephone.

General Phone Courtesy

Try to answer the phone within two to three rings if possible. If you are waiting on another patron, excuse yourself, answer the phone, and ask the caller to hold as you are waiting on another patron. (See putting people on hold below).

Use a pleasant and friendly tone while speaking. Smiling helps as the pleasantness comes out in your voice.

Identify your department and ask how you may help them.

Avoid using slang such as yeah instead of yes.

Always end your conversation with a goodbye or appropriate closing.

After taking care of the question or request, ask the caller if there is anything else you can help them with.

Handle wrong numbers courteously.

Putting People on Hold

Explain the reason for putting them on hold and give them the option of holding or a call back.

Check back with the caller routinely if the question or request is taking longer than anticipated.

Transferring Calls

Give the caller the name of the individual and the number your are transferring them to in case they are cut off.

Identify yourself to the person receiving the call and briefly explain what the caller needs.

If you get a voice mail, return to the caller and tell them you can transfer them to the voice mail or they may call the number directly later.

Taking Phone Messages:

Be specific about the return of the person requested (time and date) if possible.

Ask if someone else can help them.

Take accurate and complete messages--ask the caller to repeat if necessary, especially spelling of names and phone numbers.

If the person requested is unavailable, give general information about why the individual cannot be reached (he/she is out of the office at the moment, he/she is away from their desk, etc.)

Example of policy statement on bending the rules for customers

Stack Passes for Patrons

Public Service Division policy permits direct stack access by members of the public only in those extraordinary cases which require an exception to the NLM closed stack policy. Stack access is limited to Monday through Friday between the hours of 8:30 a.m. to 4:00 p.m. The decision to grant access is reached jointly by the Reference librarian on duty and by the onsite supervisor in the Collection Access Section (CAS). The patron must demonstrate that there is a valid need for stack access to the Reference librarian. There are generally three categories of need which may justify access:

to verify a citation not indexed in bibliographic tools in the Reading Room
to consult reference tools shelved in the stacks, too many to be placed on a book truck and brought up to the Reading Room
to browse through multi-year runs of difficult-to-find titles with incomplete holdings

If the patron has a valid need for stack access the Reference librarian calls ahead to CAS to let them know the patron's needs; CAS has the option of delivering materials to the Reading Room for review rather than allowing stack access. Similarly if CAS staff are not available to assist the patron, he/she may be asked to return at another time. If cleared for stack access the librarian directs the patron where to enter CAS on the B1 level, where he/she will be provided with further instructions (it is not necessary to fill out a Stack Pass Request for the patron since we already notified CAS staff by phone.) To photocopy materials, patrons must still request specific items be retrieved for the Reading Room. Never send a patron down without telephoning ahead.

To clear a patron for access to the stacks, contact one of the following CAS staff (in priority order):
Ken
Judy
Gladys
Julia
Cassandra
Rosalyn

MARRIOTT LIBRARY
Service training for Computer Help Desk Staff

Tone/Inflection more important than words

Assertive:	honest, direct statements and questions open, I messages clear intent
Nonassertive:	apologetic, veiled meanings, hedging
Aggressive:	loaded words accusatory "you" statements superior

Why are people difficult?

Change: resistance to new procedures, roles, systems, etc.
Attitude: larger context
Fear: ambiguity, uncertainty, humility
Expectations: not met

What can you do?

Be welcoming, empathetic, friendly, assertive
Be patient
Don't find fault
Restate/paraphrase
Let caller know what to expect
Don't get defensive/personal
Use silence

Prevention

Let Callers Solve Their Own Problems
    offer options when possible
    question
Frame positively
Never say what you can't do

- respond quickly
- inform on progress
- don't challenge
- don't try to win
- find something to agree on
- state rules as a benefit

Closing: thanks for calling, notifying of problem

When customer is wrong:

allow to save face
don't give in to temptation
use positive statements
don't tell people they're wrong
don't accuse of messing up

phrases: "I see this problem frequently . . . "
"can you explain what you did immediately before the problem occurred?"

"the skills required to help an upset customer are counter-intuitive"

fight or flight—ignore instinctive response

Question: get clarification, information (caller talks, you listen)
Confirm: offer feedback (you talk)
Provide: solution
Check: will this solve the problem?

Be Prepared

What do you think customers expect?
Can you meet these expectations?
If not, what can you do to bring caller expectations and Help Desk resources into alignment?

Anticipate/know answers to routine questions

Create job aids: checklists, flow charts, etc.

(taken from Marriott Library outline for new employee orientation)

Service is about Openness

- Mind—be willing to listen; understand the patron's perspective; don't hide behind rules, policies, etc.; try innovative approaches
- Demeanor—face and body convey your message; follow the "5-foot rule"; be welcoming, attentive, positive
- Information—patrons have a right to know what to expect and what is expected; be honest and direct in conveying information

General Guidelines

Err on the side of service
When you don't know—ask
Keep it positive
Make it simple for the user
Find options and alternatives

MARRIOTT LIBRARY
SERVICE GUIDELINES FOR RESERVE

1. *Nothing we are doing is as important as helping the patron.*

2. *Make eye contact with the patron and give them a warm and sincere greeting.*

3. *If talking to other staff and a patron walks up, stop immediately and greet them.*

4. *Anticipate patron's needs and respond to them in order to fullfill their needs. To accomplish this, display genuine interest in the patron, pay complete attention to their requests & questions.*

5. *Be knowledgeable about your job. If you are not sure how to help the patron, ask a supervisor. Call other departments in the Library, Bookstore, Union Info. Desk, etc... in order to help the patron. Make the patron feel like they are achieving their goals as a student, with our help. This is the overall goal of the University.*

6. *If you receive a complaint, notify your supervisor. We want to make sure the problem does not occur again. If we are present, we want to deal with the situation immediately! Be sure to take their name and phone number if we are not here, so we can resolve the situation.*

SERVICE GOALS/GUIDELINES FOR MARRIOTT ILL

1. The library user is the focus of everything we do.
2. All library users, and all library employees, will be treated with courtesy and respect.
3. We will provide a welcoming environment at our reference desk so that each visitor's first impression will be positive.
4. When confronted with a multiplicity of tasks needing addressing, our priorities will be library users at the counter, phone calls, other work or duties.
5. We will resolve all library users' concerns or complaints in a constructive, positive manner.
6. We will always have someone at the counter who is alert and who is prepared to greet each library user.
7. All requests will be acted upon as quickly as possible.
8. When we are unable to help someone, we will refer her/him to someone who can, making sure the referral is appropriate and correct.
9. We will strive to be aware of collection locations, and policies and procedures in other library divisions, so that we can give accurate information and appropriate referrals.
10. We will answer all telephone calls within five rings.
11. We will make and receive personal telephone calls only when necessary. All personal calls will be kept to a maximum of three minutes.
12. Conversation among staff members will be at a volume level that does not disturb others.
13. We will always offer to take phone messages for staff when they are unavailable.
14. We will keep the work area well organized so that ILL staff can easily find the forms, documents, supplies and other information they need.
15. We will take the time to see that errors in UNIS and NOTIS are corrected when we find them.
16. We will keep library users informed of the status of their requests in a timely manner.
17. We will be sure that all staff are well trained and fully familiar with policies and procedures necessary to do their job.

UNIVERSITY OF WASHINGTON LIBRARIES

CUSTOMER SERVICE TRAINING CLASS

This two-hour class is required of all new employees at the University Libraries. It is also strongly encouraged that all student employees who work with library users attend the class. The class is offered several times each quarter and is taught by the Libraries Staff Development and Training Coordinator.

The video which is shown is *Quality Service in the Public Sector*, produced by AMI American Media, Incorporated, VHS 24minutes.

Goals of the session

- Learn the basic principles of good service
- Have a basic understanding of who and why people use the UW Libraries
- Learn about the service policy and basic service/handouts for users, esp. visitors
- Learn positive phrases and actions in dealing with customers
- Work on case studies-role plays for practical application of skills

UW Libraries philosophy of good service

- Our users' needs should be the focus of all our efforts
- Our goal is to offer the maximum amount of service feasible at a given point in time
- Service priorities must be set to use our finite resources in the best way

There are six vital factors in good service:

1. Job craft (take an active interest in your job and in customer service)
2. Interpersonal skills
3. Positive attitude
4. Knowledge of procedures
5. Communication and teamwork
6. Continual learning

Techniques for problem resolution

- Don't explain why you can't do what the customer wants. Describe what you can do.
- Try describing the problem in alternative ways. Avoid jargon.
- Focus on the customer's point of view
- Ask the customer to suggest acceptable compromises
- Offer the user some options and permit the user to select the most acceptable

Saying NO to a customer:

- Offer acceptable partial accommodation
- Demonstrate genuine regret that no acceptable solution has been found
- Provide some explanation. You should have a clear idea of why the answer is no.
- It is not necessary or fruitful to jump into a prolonged debate

Quality service depends upon the judgment, imagination, responsiveness, and caring of individual staff members.

Video: Quality Service in the Public Sector

Library users and who they are

Discussion of the Libraries most recent survey of who uses the UW Libraries and why. Definitions of primary users, special borrowers and visitors.

Review of basic services and handouts for users

Case studies/role play

Evaluation

SUMMARY: Today you have learned or reviewed the basic principles of good service and viewed a video that showed those skills in action. We talked about who uses the UW Libraries and some of the many reasons why. You have learned some of the basic services we offer and the handouts available to you to assist users, especially visitors. Finally, through the case studies, you've had a chance to talk about some specific situations and phrases and actions that work well. All of our staff have attended this training so feel free to go back to your units and talk about the session...ask questions. The Libraries and the University is counting on you to give good service to our external and internal customers.

University of Washington Libraries
Serving Visitors: A Quick Guide to Positive Words and Actions

The UW Libraries Service Policy guidelines indicate that "Special Borrowers and Visitors will receive brief explanations of reference sources and be directed to relevant information sources." The policy also states that ". . . each library staff member is expected to use situational judgment as appropriate". With this in mind, there will be situations where it will be necessary to provide visitors with basic assistance only. This may include a combination of handouts, visitor guides, and brochures as well as referrals to UW fee-based services and appropriate community resources. The following examples, responses, and actions are meant to assist staff to work with Visitors and Special Borrowers in a positive way.

Visitor/Special Borrower Situation	Positive Response	Positive Action
Inquiry about group use of collections, facilities, or services (usually school groups).	• Thank you for calling ahead to ask! Let me give you the names of the appropriate people to contact. • If you leave your name and phone number or email address, I can have one of the appropriate staff persons contact you in a day or so.	For teachers (or others) who call ahead, refer to - Reference Services Adam Hall Nancy Huling - OUGL Andrea Bartelstein John Holmes - Health Sciences Terry Jankowski Lisa Oberg
Finding out if a user is a Visitor.	• "Are you affiliated with the University of Washington?" • "Have you used this library before?" • "Are you a current student, faculty, or staff member here at the UW?" • "It looks like I will need to refer you to a more appropriate person or place. Tell me more about yourself and your information needs." • "Are you visiting here today?" • "Have you ever used our computer systems?"	Positive tone of voice. Have Services for Visitors handouts available. Look for clues. . .nametags, etc.

University of Washington Libraries
Serving Visitors: A Quick Guide to Positive Words and Actions

Visitor/Special Borrower Situation	Positive Response	Positive Action
Visitors/Special Borrowers needing reference assistance either in person or over the phone.	• "You're welcome to use the resources yourself. Let me show you how to get started." • "There are a limited number of options I can give you." • "Let me give you a few options." • "Let me think about the best way to answer your questions." • "This question will require fairly significant time and research which is not easy to do by phone. . .a good course of action will be to come in and use the resources here or contact your local public library." • "This question will require lots of time and research which is not easy to do by phone. . .but I can refer you to a more appropriate collection and/or person." (May or may not be UW Libraries.)	Make eye contact with others who are waiting and tell them you will help them shortly. Write down options as you are saying them. Give the list to Visitor Use appropriate handouts and brochures. Have phone number referrals ready.
Visitors/Special Borrowers who need more than 5 minutes of assistance.	• "We have excellent departments that provide research services for a fee. Would you like more information about them?" • "Looks like you have the basics to get started. I hope you find what you need," or "Good hunting!" or "I'm sure there's something that can help you." • "It sounds like you should come in to use the Libraries or call one of our research services. Here are the phone numbers."	Make sure phone numbers and brochures for fee-based services are handy. Use Services for Visitors handout to show what is available.
Computer terminal use:	• "There are others waiting for my help. . .please excuse me," or "Please find me if necessary," or "Come back if you need more help." • "Someone here who is a UW student (faculty, staff) needs to do research on a paper, so we'll need this computer station." • "Looks like you're doing well. You should be able to find what you need."	Show basics of searching database with <u>one</u> relevant example. Put the Visitor in the "driver's seat" at the terminal so they type in commands. Provide Search Tips handouts for databases.

UNIVERSITY OF WASHINGTON

University of Washington Libraries
Serving Visitors: A Quick Guide to Positive Words and Actions

Visitor/Special Borrower Situation	Positive Response	Positive Action
Borrowing privilege limitations and library cashier closed.	• "There are some options available besides checking material out: - You can use it here - You can photocopy - You may be able to borrow the item through your local public library interlibrary loan - We can hold the books for you so you can go to the Library Cashier." • "If you qualify, you can obtain a card Monday-Friday, 9 a.m.-4 p.m. at the cashier's office. • "The Library Cashier is closed. What I can do for you today is give you the phone number and hours for the Cashier and this handout so you can decide if you qualify for borrowing privileges."	Make available Handout on Library Borrowing Privileges (Lib. 219). Give Cashier's phone number and hours. Unit may have option to hold materials while Visitor goes to Library Cashier. Have Services for Visitors handouts available.
Remote access to campus network limited.	• "You may come to use the databases in the Libraries. Contracts with commercial services or vendors limit the access to on-campus use only." • "You can come into the Libraries, where you can have access to the campus network."	
Off-campus user groups monopolizing terminals.	• To a teacher: "You can certainly use our resources, but we would like you to call ahead and come in for some assistance so you can help your students." • "This is one of our busiest times of the day, so I'll have to ask you to limit your use to ___ terminals." • "I wish you had called ahead to make arrangements for a visit. We could have given you some helpful information." • "Without prior arrangements, it's very difficult to offer any service to an unexpected group of visitors."	Obtain teacher's name and send the formal letter for instructors. Show print alternatives. For unattended groups, ask for teacher's name and way to contac

University of Washington Libraries
Serving Visitors: A Quick Guide to Positive Words and Actions

Visitor/Special Borrower Situation	Positive Response	Positive Action
For Visitors/Special Borrowers who mention they received lots of help and attention at another branch. Why can't they get that type of help today?	• "Some branches may offer more detailed reference services, usually because the collection is more specialized than general reference sources." • "I'm glad I had the time to help you explore this; however, our staff will not always be able to spend this amount of time."	Provide referrals to community resources if possible.
As a taxpayer, user feels entitled to extended services.	• "Each library system in the state has a primary clientele. At public libraries, for example, you are the primary clientele." • "For visitors, we provide free services and some for a fee. Here is a list that will give you some options." (Services to Visitors handout.)	Try to avoid getting involved in the taxpayer argument by focusing on options. Refer to a supervisor. Use Services for Visitors handout to illustrate service that is available.
Saying No	• "That's not a service we are able to provide." • "I'm sorry that we don't offer that service to visitors, but let me give you some other options." • "We don't have a full range of library services at night, on weekends, or when classes are not in session. I can give you a list of all our libraries and services with hours and phone numbers."	Refer to fee-based services. Have UW Libraries Quarterly Hour schedule handy. Offer partial solution, if possible.
Visitor/Special Borrower with high frustration level.	• "I feel that I am not helping you sufficiently. Let me have you speak to ___." • "You seem to be frustrated by this situation. I can give you a complaint form that can be sent directly to the Associate Director for Public Services or placed in our suggestion box." • "I'm very sorry that you were misinformed. Let's try to straighten it out now."	If you haven't already, write down options and give list to Visitor. Have complaint forms handy.

UNIVERSITY OF WASHINGTON

PROBLEM PATRON MANUAL

Developed by the staff of
The Odegaard Undergraduate Library
University of Washington

DEALING WITH PROBLEM PATRONS

INTRODUCTION

A "problem patron" broadly speaking is one whose behavior, either consciously or unconsciously, adversely affects the ability of staff and other patrons to work in or use the Libraries.

Incidents involving problem patrons are among the most difficult situations staff members face because they often arouse feelings of fear, embarrassment, doubt, anger, guilt, or pity. Some patrons can use such feelings in staff to their advantage. Others behave in ways beyond the understanding of our usual observation. Lacking experience and self confidence, we are tempted to ignore problem situations or instead to become overly moralistic or aggressive. Many of us simply don't know how to respond.

The purpose of this guide is to help prepare Libraries' staff to meet problem patron situations and avoid inappropriate responses. Some general guidelines are presented, followed by discussions of certain types of problem patrons, legal aspects of problem behavior (including self-defense), and a list of telephone numbers for general information and referral.

GENERAL GUIDELINES

A. Preventing and preparing for problem patron situations:

1. Be familiar with the Libraries' campus-wide regulations and policies and with the policies and practices of your department and unit. Display them or have them accessible to your work stations.

2. Inspect your signage and instructional materials. Are things obvious to you which might be unapparent or confusing (and thus frustrating) to your users?

3. Pursue staff training opportunities in dealing with difficult people, assertiveness, stress management, self-defense, etc.

4. Rehearse your responses to complaints of problem behavior from other patrons.

5. Be aware of incidents occurring in the Libraries; learn from the experiences of others, share yours with them.

6. Arrange for a University police representative to brief your unit on persons currently barred from any libraries and other known problem persons and give tips for dealing with problem patron situations.

B. When confronted with a problem situation:

1. Try to remain attentive, concerned, and avoid using a tone of voice which is loud, condescending, or moralistic. An outward appearance of composure helps to defuse tension.

2. Listen carefully for clues as to the patron's motivation and likely causes of behavior.

3. Take time to evaluate the situation and think carefully before responding.

4. Try to use "we" rather than "I" and "they" when explaining rules so as to depersonalize exchanges. Remember that you are speaking for the University and the Libraries when you deal with patrons.

5. Be firm and consistent in explaining your position or library rules. This establishes credibility and avoids the appearance of weakness and vulnerability.

6. Recognize your limitations in a specific situation. Don't try to assume the role of social worker, psychologist, or police officer.

7. Don't physically touch, crowd, or confront the patron.

8. Get assistance from a colleague, and call University police when in doubt as to the safe outcome of a situation.

9. Use common sense. There is no single "recipe" for dealing with each problem situation that arises.

10. When an unpleasant situation has passed, help yourself dissipate the tension as soon as possible by sharing it with a colleague or supervisor.

TYPES OF PROBLEM PATRONS

Although not all problem behavior can be easily categorized, the following groups are typical of situations encountered in the Libraries:

A. ABNORMAL BEHAVIOR

Indications:

1. bizarre information needs
2. bizarre attire, poor hygiene
3. hostility, potential for violence
4. difficult communication between patron and staff
5. behavior clearly outside the context of "normal" library behavior
6. mentally disturbed, disruptive, threatening

Causes:

1. pre-existing mental illness or stress
2. perception of harassment or persecution by staff or other patrons

3. reaction to conversations, noises, or other conditions within the library

4. other causes discussed under "Anger"

Responses:

1. Be calm and firm.

2. Separate the patron from others if confrontation is inevitable, but remain within the public eye.

3. Get help from other staff.

4. If the situation becomes protracted, personally threatening, or out of hand, call University police.

B. DEMANDING

Indications:

1. off-campus users

2. expect staff to ignore library policies (e.g., checking out reference book): "Can't you change the rules just this once?

3. often use the excuse that exceptions are made all the time: "Rules are made to be broken."

4. ignore building rules: eating, drinking, loud talking, etc.

5. unreasonable expectations of services available

Causes:

1. may be unfamiliar with library sources or policies

2. misleading information or erroneous referrals from other libraries or agencies about library holdings and services

3. if handicapped, need for special assistance

4. expect staff to ignore library policies (e.g., checking out reference book): "Can't you change the rules just this once?

5. user may have procrastinated until the "last minute" and have unrealistic expectations of what the library can/should provide

6. may typically ignore rules: "Surely that doesn't apply to me." Or: "They were talking. Why didn't you say anything to them?"

7. may not see relevance of "picky" rules.

Responses:

1. Be calm, polite, firm.
2. Explain how to use library resources as well as possible without hindering service to UW students.
3. Follow up with the patron as time allows.
4. If giving referrals, call ahead to verify a contact or availability of materials or services.
5. Refer handicapped students to Disabled Student Services if their needs are beyond staff capability (e.g., choosing citations from an index for a visually impaired student).
6. Alert other staff to any exceptions you have made and your reasons.
7. Determine whether or not making an exception:
    a. will escalate into more demands;
    b. will disrupt other patrons;
    c. is beyond your authority;
    d. will help resolve patron's request.
8. Look at rule in question to determine if there is only one interpretation; is there more than one possible alternative or outcome?
9. Suggest alternative ways to meet patron's needs without modifying rules.
10. Clearly explain library policies to patron.
11. Do not argue with the user, simply restate library policy. Don't get sidetracked or drawn into personal issues such as deadlines, medical/legal problems, etc.

C. TRANSIENTS

Indications:

1. poor hygiene (e.g., smelly, dirty) and attire
2. unusual behavior (anger, talking to self, soliciting money)
3. may have obvious personal, medical, or counseling needs

Causes: no shelter, food, work

Responses:

1. Leave the patron alone unless behavior infringes on other patrons or yourself.

2. Observe erratic behavior and if necessary approach the patron gently.

3. If behavior warrants (truly offensive smell, quarrelsomeness), call University police.

D. ANGER

Indications:

1. may appear anxious or distraught

2. may be abusive or belligerent

Causes:

1. failure of Online Catalog or other computers to produce desired result

2. user has been given incorrect information or shuffled from several locations

3. library contact has not given clear explanations or taken time to refer user to appropriate sources

4. user may have false expectations of what help can be obtained

5. user is unfamiliar with libraries

6. service desk is busy; user can't get service in a timely manner

7. user has time constraints and staff can't or won't accommodate

8. user is asking the wrong questions, so they can't get the right answer

9. after considerable bibliographic searching, patron finds that the material is not on the shelf and not checked out

Responses:

1. Remain calm. Take a deep breath to relax.

2. Empathize with the user; let them know you care. This does not mean that you agree with the complaint. This only means that you understand and acknowledge their feelings.

3. Do not argue with the user: simply restate library policy. Don't get sidetracked or drawn into personal issues such as deadlines, medical/legal problems, etc.

4. Try to paraphrase what the user has said and restate the problem back to them. If possible, have them paraphrase and restate your position. This helps ensure that both sides are listening and enhances communication.

5. While remaining firm, suggest alternatives.

6. If the user has a legitimate complaint, do something immediately to alleviate the situation.

7. If the user has been to several places, you figure out where they really need to be. Verify that you are giving a correct referral by calling ahead.

8. Know when to bring in another to help defuse the situation.

9. Help user understand that they may have to come back if their answer will take longer to obtain.

LEGAL CONSIDERATIONS

Offenses

Some types of behavior, especially instances reported to staff by other patrons, constitute offenses punishable by law. The following are examples for the Revised Code of Washington (RCW) which indicate immediate police attention:

Assault (9A.36.020-050): intentionally or by reckless conduct causes injury to another person.

Criminal trespass (9A.52.080): knowingly enters or remains unlawfully in or upon premises.

Disorderly conduct (9A.84.030): uses abusive language; disrupts lawful assembly; obstructs traffic.

Malicious mischief (9A.48.070-090): intentionally causes physical damage to the property of another.

Public indecency (9A.88.010): intentionally makes any open and obscene exposure of his person that causes affront or alarm.

Theft (9A.56.020-050): wrongfully obtains property or services of another.

Weapons (9.41.230 & 270): carries, displays, draws dangerous weapon.

Self-defense

The need to protect oneself against attack or intervene in an attack on property or a third party is rare and the prospect unpleasant. Nevertheless should the need arise you are NOT restrained from using force or defending yourself, property, or others. According to the University Police however, such use of force is almost always inadvisable.

Use of force (9A.16.020): Preventing or attempting to prevent an offense; also detention of persons unlawfully on premises.

Defense of person or property (9A.16.110): protection of self, property or other persons against assault, rape, burglary, etc. (exemption from legal jeopardy)

University of Washington Libraries
Customer Service Case Studies

Telephone Reference

A resident of Bellevue calls the Libraries, immediately identifying herself as a community person. She would like the titles of some books and articles offering ideas on how to teach children simple crafts. She's heard that the Libraries has a children's collection. She says that the Bellevue Library does not carry any magazines and that the only books they have are fiction.

- What is your immediate response to her inquiry?
- What options can she be given?
- How much time do you spend on her question?

Email Question

A man in a community about 75 miles from the UW sends an e-mail question asking for help in tracking down an article that he thinks was written in the 1950s by Linus Pauling on the use of vitamin C to combat a number of serious diseases. The article was published in a popular magazine, either one of the women's magazines or perhaps in a Sunday newspaper magazine. The inquirer explains that he thinks it was published when he lived in Minneapolis, but he's not positive. The man lives in a small community that has a well-established library. He doesn't indicate that he's used his local library. He does say that he is a 1931 alumni of the UW.

- What would be your approach to this question?
- What options would you offer?
- How much time would you spend on this question?

Govt. Publications and Depository Obligations

An off-campus researcher is looking for governmental reports on the effects of Columbia River dams on fisheries. She has searched LCAT on Willow and has found some cataloged reports, but she wants more technical information. Since, the Libraries has obligations to provide a higher degree of reference service with regard to depository materials, how would you help this patron?

- What level of service is appropriate?
- Does a branch library with a large depository collection need to differentiate between depository and non-depository materials with regards to the level of service it provides?

University of Washington Libraries
Customer Service Case Studies

Class arrives without making arrangements

Instructors from other schools in the Seattle area have generally called ahead when they plan to bring a group to campus to do research in the library. Today, however, a class of 15 people has arrived without making prior arrangements. It's a Wednesday morning in Autumn quarter. UW students are using several of the computer workstations. The class instructor is explaining how to use the online catalog. Many in the group have additional questions of the library staff: how to check out materials, how to locate journal articles, the locations of other libraries on campus.

- How can you meet this group's needs effectively without shortchanging our primary clientele? Should you try?
- What can you do today to help ensure that in the future you are notified ahead of time of a group's arrival?

Long-time Patron

A regular patron in the library is a researcher with a nonprofit organization. He has a borrower's card. He comes to the library at infrequent intervals but usually requires in-depth reference and assistance with the online databases. Over the years he has become a friend of all the staff.

- The service policy stipulates brief reference assistance and limited access to library computers for off-campus patrons. Should you now be providing a different level of library service to your patron?
- If yes, how will you communicate the change to the patron?
- Would you handle this situation differently for the same type of user who, rather than being friendly, is always difficult?

Consistency Between Units

An alum is writing a novel and is searching for some background information. You help her get started on her search, but she returns to the desk several times, stating that there is "way too much information to sort through." She requests that you find "a dozen or so really good articles and books" for her. After informing her that you "can provide only limited reference assistance," she complains that "they do this for me at the Undergraduate Library, why can't you do it here?"

- Was this the best "useful phrase" to use?
- How do you respond to her claim that she got more assistance elsewhere?
- How would you follow up to this situation?
- What if there are no other patrons waiting to be helped?

University of Washington Libraries
Customer Service Case Studies

Technophobe

An elderly gentleman approaches you and says, "I need to find information on recycling." He tells you that he has never been in the UW Libraries before, and it becomes apparent that he is quite unfamiliar with online library systems. After you give him a brief introduction to the appropriate databases on Willow, he becomes frustrated and asks to use the card catalog.

- How do you help a patron who does not understand (or is reluctant to learn) how to use Willow?
- How would you handle this if you were the only person on the Reference Desk?
- How would you handle this patron if you were at the Circulation Desk, and Reference was closed?
- What would you do differently if it became apparent that this person was UW staff?

Visit from a High School Class

A class of between thirty and thirty-five high school students arrives at the Library unannounced. They appear to have one teacher with them and no other adults. Most of the students immediately head to the terminals, occupying all those available. The teacher approaches the service desk and informs the staff member that the students have come from Bainbridge High School to work on their History Day projects. They will be in the building all day. He asks if someone can provide a tour of the building, pointing out sources relevant to the students' topics. He also requests that instruction in the use of the catalog be provided. He then wants directions to Special Collections and to Manuscripts, saying that all of the students are required to use those collections. By this time, a line has formed behind the teacher and other users are waiting for terminals.

- How would you respond to the immediate situation?
- What positive options can you offer?
- How would you follow-up in this type of situation?

University of Washington Libraries
Customer Service Case Studies

FACULTY MEMBER AND CHILD

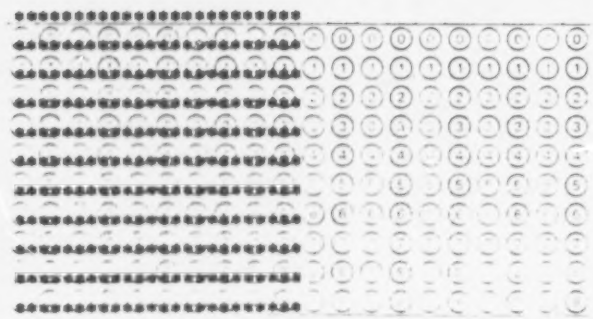
You are a student employee in the Life Sciences Branch library. It is 9a.m. on Friday morning. There are 3 permanent staff in you branch, but 1 is ill, 1 is on vacation and 1 is at a meeting. A faculty member from the Life Sciences Department comes into the library with his two-year old daughter. He moves around the library gathering up the latest issues of the most popular journals in his area of research. While he is pulling titles off the shelf, he is also busy chasing and hushing his energetic, noisy daughter. The faculty member brings the armful of journals and says, "I want to take these home." Current journals do not circulate.

You explain that current journals do not circulate. While the daughter is sprinkling Gummi bears on the carpet, the faculty member says he doesn't care what the policy is, he needs the journals, his daughter needs to go home, and he must meet deadlines for publishing a research article. As you look at the out-of-order sign on your only copying machine, the little girl begins to cry, the phone rings, and two graduate students are glaring at you and the commotion. You reflect on the stack of very popular journals, the screaming child, the glaring students and the desperate faculty member.

- What do you do?
- How would you prepare yourself for a similar situation in the future?

ID NUMBER

SPECIAL CODES
A B C D E F G H I J



GENERAL PURPOSE DATA SHEET I
form no. 70921

LIBRARY SATISFACTION SURVEY

Please help us improve library service by answering a few questions about **TODAY'S visit**

COMPLETELY SATISFIED E

D

C

B

DISSATISFIED A

*FOR EACH ACTIVITY YOU DID IN THE LIBRARY **TODAY**, INDICATE YOUR SATISFACTION LEVEL ON THE A-B-C-D-E SCALE: A=DISSATISFIED THROUGH E=COMPLETELY SATISFIED*

1. WHAT DID YOU DO IN THE LIBRARY **TODAY**?
   - Looked for books
   - Looked for periodicals
   - Used course reserves
   - Used electronic database (TRAC, PsychLIT, MEDLINE, the Web, etc.)
   - Used on-line library catalog (UK-NOTIS)
   - Asked a reference question
   - Browsed
   - Studied
   - Used microforms and microform equipment
   - Used copy machine

2. IF YOU RECEIVED ASSISTANCE FROM LIBRARY STAFF, HOW SATISFIED WERE YOU WITH THE SERVICE?

3. OVERALL, HOW SATISFIED ARE YOU WITH **TODAY'S** LIBRARY VISIT?

4. **TODAY'S** VISIT WAS PRIMARILY IN SUPPORT OF:
   Fill column "A" for the one that applies.
   - Course Work
   - Research
   - Teaching
   - Personal Interests

5. YOU ARE: **(CHOOSE ONE)**
   Fill column "A" for yes.
   - UK undergraduate student
   - UK graduate student
   - UK faculty
   - UK staff
   - Non-UK/other educational institution
   - Non-UK/special borrower
   - Other _____

COMMENTS? PLEASE USE BACK OF FORM. THANKS.

BEST COPY AVAILABLE

Library User Survey

The McMaster University Library would like to obtain information on user satisfaction with library services and resources to help us determine our current strengths and weaknesses and to plan for the future.

For each item, please check the box that most accurately describes the level of satisfaction you have, and the importance of this item to you in your work. (5 indicates a high level of satisfaction; 1 a low level).

Access Services

	Satisfaction Low 1	2	3	4	High 5	Importance Low 1	2	3	4	High 5	Have not Used	Not Aware
Locating services/departments within the library												
Finding books on the shelves												
Finding periodicals on the shelves												
Availability of study space												
Types of study-space options												
Hours of opening												
Loan periods												
Placing recalls for materials on loan												
Having books retrieved from storage												
Finding out what is on reserve for a course												
Borrowing reserve materials												
Circulation/Reserve staff courteous and helpful												
Interlending and Document supply staff courteous and helpful												
Self-service copying facilities												
Self-service printers												
Microform Readers and Copiers												

If we do not have the publication that you are looking for, do you:

- ☐ request the item through Interlending and Document Supply
- ☐ use another source
- ☐ visit an off-campus library
- ☐ give up
- ☐ other_____

About Yourself

❒ Are you a McMaster Undergraduate student?

What faculty or program are you associated with?:

- ❒ Arts and Science
- ❒ Business
- ❒ Engineering
- ❒ Health Sciences
- ❒ Humanities
- ❒ Science
- ❒ Social Sciences
- ❒ Theme School
- ❒ Other (please specify)_____

❒ Are you a McMaster Graduate student?

What department/program?_____

❒ Other user (Please specify)_____

❒ Non-McMaster User (Please specify)

Do you currently own or have access to a computer and modem?

❒ Yes ❒ No

Do you have a laptop computer?

❒ Yes ❒ No

Comment

In your opinion, what would be the single most useful change or innovation we could make to our service?

_____

_____

_____

_____

Do you have any other comments or suggestions?

_____

_____

_____

_____

Reference Services

	Satisfaction (Low 1 2 3 4 5 High)					Importance (Low 1 2 3 4 5 High)						
	1	2	3	4	5	1	2	3	4	5	Have not Used	Not Aware
Staff availability during reference service hours												
Question answered												
Staff courteous and helpful												
Use of MORRIS for specific item searches												
Use of MORRIS for subject searches												
Email service for reference questions												
Phone service for reference questions												
Information on the Library Web Page												
Access to Internet resources												

Library Instruction

Usefulness of the following:	Satisfaction (Low 1 2 3 4 5 High)					Importance (Low 1 2 3 4 5 Very)						
	1	2	3	4	5	1	2	3	4	5	Have not Used	Not Aware
Seminar on using the library catalogue (MORRIS)												
Seminar on using ProPAC to find journal articles												
Subject tours												
Self-guided tours												
Library publications (Searchlights, research guides)												

For library instruction, which method do you prefer?:

- ☐ classroom setting
- ☐ small group
- ☐ self-guided tour
- ☐ one-on-one with reference librarian

Library User Survey - *Faculty*

The McMaster University Library would like to obtain information on user satisfaction with library services and resources to help us determine our current strengths and weaknesses and to plan for the future.

For each item, please check the box that most accurately describes the level of satisfaction you have, and the importance of this item to you in your work. (5 indicates a high level of satisfaction; 1 a low level).

Access Services

	Satisfaction Low				High	Importance Low				High		
	1		3		5		2		4		Have not Used	
Locating services/departments within the library												
Finding books on the shelves												
Finding periodicals on the shelves												
Place to study or to do research												
Hours of opening												
Loan periods												
Placing recalls for materials on loan												
Having books retrieved from storage												
Placing materials on reserve												
Circulation/Reserve staff courteous and helpful												
Interlending and Document Supply staff courteous and helpful												
Self-service copying facilities												
Self-service printers												
Microform Readers and Copiers												

Reference Services

	Satisfaction Low 1	2	3	4	High 5	Importance Low 1	2	3	4	High 5	Have not Used	Not Aware
Staff availability during reference service hours												
Staff courteous and helpful												
Factual questions answered quickly												
Research questions answered in sufficient depth												
Use of MORRIS for specific item searches												
Use of MORRIS for subject searches												
Email service for reference questions												
Phone service for reference questions												
Information on the Library Web Page												
Access to Internet resources												

What information services not currently available in the McMaster library system would you find useful in your research?

Collections

	Satisfaction Low 1	2	3	4	High 5	Importance Low 1	2	3	4	High 5	Have not Used	Not Aware
Availability of reference books and bibliographies												
The book collection												
The journal collection												
Research collections (Rare Books, Archives)												
Electronic resources												
Other												

Please note any areas of the collections that you consider weak relative to the teaching and research programs of the University:

_____

_____

_____

If we do not have a publication that you are looking for, do you:

- ❒ request the item through Interlending and Document Supply
- ❒ use another source
- ❒ visit an off-campus library
- ❒ give up
- ❒ other_____ _____

Library Instruction

Have you used the libraries' training programs (e.g. MORRIS, ProPAC, etc.) and subject tours (History, Chemistry, Marketing, etc.) for your classes?

❒ Yes ❒ No ❒ Not aware of them

What other library instruction sessions would help your students use library resources more effectively?

_____

_____

_____

For library instruction, which would be most effective:

- ❒ in the classroom
- ❒ in the library

_____

- ❒ a small group
- ❒ a self-guided tour

About Yourself

With which academic department or program are you affiliated?

_____

How often do you visit...?	Daily	[redacted]	Monthly	[redacted]
[redacted]				
Thode Library				
[redacted]				
Health Sciences Library				

What other academic libraries do you use?

_____

_____

Do you currently own or have access to a computer and modem or an Ethernet connection?:

❑ Yes ❑ No

Do you have a laptop computer?

❑ Yes ❑ No

Comments

In your opinion, what would be the single most useful change or innovation we could make to our service?

_____

_____

_____

Do you have any other comments or suggestions?

_____

_____

_____

Thank you for completing the questionnaire.
Please mail to Assistant University Librarian, Mills Memorial Library, L-204

Customer Service Performance Measurements

P. Meredith, January 6, 1997

Key measures include predictive quantitative and qualitative measures. Both are used to predict customer satisfaction rates. However, actual customer satisfaction rates, as indicated by the customer are, the central focus. Productivity and efficiency measures are focused on effective use of staff, technology, and other assets, along with employee satisfaction (considered a primary predictor of productivity and efficiency).

The key information management standards are: accurate and timely access to information for front-line workers and their customers; information system reliability (typically over 99.9 percent); timeliness of database update (typically less than 24 hours); and ease of use of front-line work stations.

1. Who is the customer?

1.1 Demographic data to determine service levels for customer groups.
1.2. Domestic US vs. International contacts.

2. Quantitative

Call related

2.1 Number of calls from customers
2.1.1. Call lengths (average handling time) for that number of calls in 2.1
2.1.2. Speed of answer - how many rings - aim for 15-second avg. Speed
2.1.3. Average length of queue.
2.1.4. Abandoned call rate - goal from NPR <2%
2.1.5. Busy rate - goal from NPR is <1%
2.1.6. First call resolution - one agent/no transfers
2.1.7. Number of transfer calls - internal and external
2.1.8. After call work time (homework)
2.1.9. Cost per call -
2.1.10. Analysis of types of calls answered by product and type of service.

E-mail/snail mail correspondence related

2.2. Number of contacts from customers
2.2.1. Average handling time
2.2.2. Speed of answer
2.2.3. Percent of undeliverable responses due to e-mail network failures and bad addresses.
2.2.4. Percent answered with a stock reply
2.2.5. Number of inquiries transferred to specialists for reply
2.2.6. Cost per contact via e-mail

Customer Service Performance Measurements

P. Meredith, January 6, 1997

2.2.7. Analysis of types of concerns/questions answered by product and type of service.

Web related - Indirect service

2.3 Number of new Intranet pages developed by customer service team
2.3.1 Number of times Intranet pages were hit by NLM staff.
2.3.2 Number of new Internet pages developed by customer service team
2.3.3. Number of times Internet pages were hit by NLM customers.

---

3. Qualitative (primary technique used to gauge is call monitoring and surveys)

3.1. Courtesy.
3.2. Initiative - follow through
3.3. Accuracy
3.3.1. Accurate and timely access to information for front-line workers and their customers;
3.3.2. Information system reliability
3.3.3. Timeliness of database updates.
3.4. Ease of use of front-line workstations
3.5. Completeness
3.6. Need to survey front-line workers to gauge management's effectiveness at ensuring the effective flow of information (NPR)

ELEMENT #1

Serves as a Reference Librarian in the Reference Section, Public Services Division. Helps Library patrons by providing answers through information delivery, at a variety of service points. Service points include the Reference Desk, Reference Telephone, Learning Resource Center, US Mail, electronic mail, discussion lists and FAX. Responses can be verbal or written, may involve correspondence, a fee-based literature search or a phone call. Patrons include qualified health care practitioners and information personnel, researchers, faculty and students, government officials and the public.

Acceptable

Provides accurate and efficient reference assistance at all service points by invoking a question handling strategy that encompasses the formulation of quick online searches and/or the evaluation of bibliographic tools (products) for requesters. Information problems are solved independently while incorporating new technological advances and applying a good knowledge of a wide range of information resources to the delivery of services. Responds promptly and effectively to changing service requirements.

Readily assesses the most appropriate and effective sources to answer user inquiries by interviewing users and probing to the most specific level of their request, asking open-ended questions, assessing the patron's ability to use available sources, leaving service points to help user when necessary, providing instruction, suggesting alternatives, and asking users whether their questions were answered and/or whether they found what they wanted. Displays a thorough knowledge of the services provided throughout the NN/LM. Can suggest alternatives when NLM cannot service a request.

Maintains a balance of demands during periods of peak activity, acknowledging users approaching the desk or waiting for assistance. Speaks clearly when interacting with a patron, responding in a non-judgemental fashion, handling difficult patrons with a minimum of disruption, and enforcing reading room conduct policies. Calls upon the assistance of a supervisor when necessary.

Explains both the advantages and limitations of computer searching when relevant. If appropriate, explains how Reference conducts a fee-based search and works with the requester to complete the required form. If a member of Unit A, formulates and executes effective fee-based searches of NLM databases for qualified members of the public.

Provides consultative level service to other health sciences librarians both in the US and abroad by the most appropriate means. As part of the National Reference Referral Service program, includes the searching of non-NLM databases for librarians in the National Network of Libraries of Medicine as a service.

Adheres to practice guidelines when answering written inquiries, including those received and responded to electronically. Prepares correspondence accurately, grammatically, and clearly.

Actively participates in statistics collecting methods, recording hardware and software problems, meeting desk schedules as negotiated and tries to arrange coverage when the schedule cannot be met. Logs in and out of telephone system. Completes 85% of all reference inquiries within three business days of receipt. Enters specials in the log by the next business day after receipt. Can operate and instruct users on the equipment for using audiovisual materials. Performs as the Reading Room Supervisor on designated Saturdays along with opening and closing reference services, accepting responsibility and notifying supervisors of problems or unusual circumstances the following business day.

User-Centered Service

Consider the degree to which employee provides user-centered service by
* taking a proactive approach to meeting user needs
* participating in library service initiatives, including training for continuous learning about the job and the library
* demonstrating an appreciation for the impact of his or her work on users
* applying skills and expertise to meet user expectations

Employee's Rating
[ ]Fully Satisfactory (comments optional) [ ]Outstanding (comments necessary) [ ]Needs improvement (comments necessary)

Supervisor's Rating
[ ]Fully Satisfactory (comments optional) [ ]Outstanding (comments necessary) [ ]Needs improvement (comments necessary)

MARRIOTT LIBRARY SATISFACTION SURVEY

Please help us improve library service by answering a few questions

Are you answering this questionnaire from a computer outside the library?

Yes (you will be routed to a slightly different survey)
No (Simply continue with this survey)

How did you use the library *today* ?

For each activity, select the option that best reflects how satisfied you were.

Obtained material from the shelf:

Not at all satisfied <==========> Completely satisfied — Not Done

○ ○ ○ ○ ○ ◉

Comments...?

Studied:

Not at all satisfied <==========> Completely satisfied — Not Done

○ ○ ○ ○ ○ ◉

Comments...?

Used UNIS (the library's computerized catalog):

Not at all satisfied <==========> Completely satisfied — Not Done

○ ○ ○ ○ ○ ◉

Comments...?

Used an electronic index other than UNIS (such as SearchBank or Lexis/Nexis, etc.):

Not at all satisfied <==========> Completely satisfied — Not Done

○ ○ ○ ○ ○ ◉

Comments...?

http://www.lib.utah.edu/techserv/survey/satsur4.html

Asked library staff a question: Not at all satisfied <==========> Completely satisfied **Not Done**	Comments...?
Used a photocopy machine: Not at all satisfied <==========> Completely satisfied **Not Done**	Comments...?
Used Multimedia Center (audio/visual or microcomputers): Not at all satisfied <==========> Completely satisfied **Not Done**	Comments...?
Other (*specify*): Not at all satisfied <==========> Completely satisfied **Not Done**	Comments...?

Overall, how *satisfied* are you with *today's* visit to our building or website?

Not at all satisfied <==========> Completely satisfied

How *helpful* was the library staff *today* ?

Not at all satisfied <==========> Completely satisfied **Not Done**

Do you consider yourself primarily a (*Check one*):

Student	Faculty, Staff, or Community Visitor
UofU Undergraduate Student UofU Graduate Student	UofU Faculty UofU Staff UofU Alumni
Other Trade, College or University Student High School Student Other Student	Other Faculty/Staff Primary/Secondary Teacher Other Visitor (specify):

If you are a faculty member or student, what is your department or major?

OTHER COMMENTS OR SUGGESTIONS?

Enter comments here...

THANK YOU FOR YOUR TIME!

MARRIOTT LIBRARY SATISFACTION SURVEY
PLEASE HELP US IMPROVE LIBRARY SERVICE BY ANSWERING A FEW QUESTIONS.

1. What did you do in the library today? For each activity, circle the number that best reflects how satisfied you were.

		<-----Satisfaction rating----->				
	Did not do Today	**Not at all Satisfied**				**Very Satisfied**
Got material from shelf	0	1	2	3	4	5
Studied	0	1	2	3	4	5
Used UNIS (the library's computerized catalog)	0	1	2	3	4	5
Used an electronic database other than UNIS (such as InfoTrac, or Lexis/Nexis, etc.)	0	1	2	3	4	5
Asked library staff a question	0	1	2	3	4	5
Used a photocopy machine	0	1	2	3	4	5
Used MMC (audio/visual or microcomputers)	0	1	2	3	4	5
Other_____	0	1	2	3	4	5

2. **Overall**, how satisfied are you with today's library visit? (*Circle one*):

Not at all satisfied **Very satisfied**

1 2 3 4 5

Please comment: _____

_____

3. How helpful was the library staff today? (*Circle one*):

Did not need help **Not at all helpful** **Very helpful**

0 1 2 3 4 5

Please comment: _____

Community Needs Assessment Group (CNAG) Terms of Reference

General Principles

- to assess client needs and ensure that our programs and services are meeting these needs
- to ensure that evaluation is an integral part of all library programs and services
- to coordinate the administration and analysis of evaluation and assessment activities
- to encourage and facilitate communication between library staff and client groups
- to be a resource to Library staff as they evaluate performance, assess client needs, and communicate with members of the community
- to develop recommendations for action, based on the analysis and interpretation of the results of evaluations and assessments, and to monitor and ensure followup

We will achieve our goals by:

Assessing Client Needs

- by educating ourselves (CNAG) regarding methods and types of assessment

Evaluation

- by educating ourselves (CNAG) regarding methods and types of evaluation
- by developing performance measures in consultation with the UW Library and its user community

Communication

- by designing and implementing a communications program to ensure that we understand our various client groups and maintain a dialogue with each group

Resource

- by establishing a collection of evaluation, assessment, and communication materials
- by making ourselves available to library staff
- by developing links between the Library and resources available at the University of Waterloo.

Education

- by creating an education program for library staff
  - to heighten awareness of the importance of assessment, evaluation communication and available resources
  - to communicate and demonstrate the role CNAG can have in needs assessment, library evaluation, and communication
  - to provide specific information to be considered while planning an assessment, evaluation or when communicating with client groups

* The challenge is getting the best possible information to the people who need it and then getting those people to actually use the information in appropriate ways for intended purposes.

SELECTED READINGS

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Connellan, Thomas K., and Ron Zemke. *Sustaining Knock Your Socks Off Service.* New York: American Management Association, 1993.

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Sanders, Betsy. *Fabled Service: Ordinary Acts, Extraordinary Outcomes.* San Diego: Pfeiffer, 1992.

Shaw, James G. *Customer-Inspired Quality: Looking Backward Through The Telescope.* San Francisco: Jossey-Bass, 1996.

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			____	SP186	Virtual Library	____	SP136	Managing Copy Cataloging
			____	SP185	System Migration	____	SP135	Job Analysis
			____	SP184	ILL Trends/Access	____	SP134	Planning Mgt Statistics
			____	SP183	Provision of Comp Print Cap	____	SP133	Opt Disks: Storage & Access
			____	SP182	Academic Status for Libns	____	SP132	Library-Scholar Communication
____	SP231	Cust Servce Progrms in ARL	____	SP181	Perf Appr of Collect Dev Libn	____	SP131	Coll Dev Organization
____	SP230	Affirmative Action in ARL	____	SP180	Flexible Work Arrangemts	____	SP130	Retrospective Conversion
____	SP229	Evaluating Acad Libr Dirs	____	SP179	Access Services Org & Mgt	____	SP129	Organization Charts
____	SP228	Preserving Digital Info	____	SP178	Insuring Lib Colls & Bldgs	____	SP128	Systems File Organization
____	SP227	Organ of Doc Coll & Svcs	____	SP177	Salary Setting Policies	____	SP127	Interlibrary Loan
____	SP226	After the User Survey	____	SP176	Svcs for Persons w/Disabilities	____	SP126	Automated Lib Systems
____	SP225	Partnerships Program	____	SP175	Scholarly Info Centrs	____	SP125	Tech Svcs Cost Studies
____	SP224	Staff Training & Development	____	SP174	Expert Systems	____	SP124	Barcoding of Collections
____	SP223	TL 3: Electronic Scholarly Pubn.	____	SP173	Staff Recognition Awards	____	SP123	Microcomp Software Policies
____	SP222	Electronic Resource Sharing	____	SP172	Information Desks	____	SP122	End-User Search Svcs
____	SP221	Evol & Status of Approval Plans	____	SP171	Training of Tech Svc Staff	____	SP121	Bibliographic Instruction
____	SP220	Internet Training	____	SP170	Organization Charts	____	SP120	Exhibits
____	SP219	TL 2: Geographic Info Systems	____	SP169	Mgt of CD-ROM	____	SP119	Catalog Maintenance Online
____	SP218	Info Technology Policies	____	SP168	Student Employment	____	SP118	Unionization
____	SP217	TL 1: Electronic Reserves	____	SP167	Minority Recruitment	____	SP117	Gifts & Exchange Function
____	SP216	Role of Libs in Distance Ed	____	SP166	Materials Budgets	____	SP116	Organizing for Preservation
____	SP215	Reorg & Restructuring	____	SP165	Cultural Diversity	____	SP115	Photocopy Services
____	SP214	Digit Tech for Preservation	____	SP164	Remote Storage	____	SP114	Binding Operations
____	SP213	Tech Svcs Workstations	____	SP163	Affirmative Action	____	SP113	Preservation Education
____	SP212	Non-Librarian Professionals	____	SP162	Audiovisual Policies	____	SP112	Reorg of Tech and Pub Svcs
____	SP211	Library Systems Office Org	____	SP161	Travel Policies	____	SP111	Cooperative Collection Dev
____	SP210	Strategic Planning	____	SP160	Preservation Org & Staff	____	SP110	Local Cataloging Policies
____	SP209	Library Photocopy Operations	____	SP159	Admin of Lib Computer Files	____	SP109	Staff Training for Automation
____	SP208	Effective Library Signage	____	SP158	Strategic Plans	____	SP108	Strategic Planning
____	SP207	Organ of Collection Develop	____	SP157	Fee-based Services	____	SP107	University Archives
____	SP206	Faculty Organizations	____	SP156	Automating Authority Control	____	SP106	Electronic Mail
____	SP205	User Surveys in ARL Libs	____	SP155	Visiting Scholars/Access	____	SP105	Nonbibliographic Dbases
____	SP204	Uses of Doc Delivery Svcs	____	SP154	Online Biblio Search	____	SP104	Microcomputers
____	SP203	Reference Svc Policies	____	SP153	Use of Mgt Statistics	____	SP103	Asst/Assoc Dir Position
____	SP202	E-journals/Issues & Trends	____	SP152	Brittle Books Program	____	SP102	Copyright Policies
____	SP201	E-journals/Pol & Proced	____	SP151	Qualitative Collect Analysis	____	SP101	User Studies
____	SP200	2001: A Space Reality	____	SP150	Bldg Security & Personal Safety	____	SP100	Collection Security
____	SP199	Video Collect & Multimedia	____	SP149	Electronic Mail	____	SP099	Branch Libraries
____	SP198	Automating Preserv Mgt	____	SP148	User Surveys	____	SP098	Telecommunications
____	SP197	Benefits/Professional Staff	____	SP147	Serials Control/Deselection	____	SP097	Building Renovation
____	SP196	Quality Improve Programs	____	SP146	Lib Dev Fund Raising Capabilit	____	SP096	Online Catalogs
____	SP195	Co-op Strategies in Foreign Acqs	____	SP145	Lib Publications Programs	____	SP095	Lib Materials Cost Studies
____	SP194	Librarian Job Descriptions	____	SP144	Building Use Policies	____	SP094	Fund Raising
____	SP193	Lib Develop & Fundraising	____	SP143	Search Proced Sr LibAdmin	____	SP093	User Instructions for Online Cats
____	SP192	Unpub Matls/Libs, Fair Use	____	SP142	Remote Access Online Cats	____	SP092	Interlibrary Loan
____	SP191	Prov Pub Svcs Remote User	____	SP141	Approval Plans	____	SP091	Student Assistants
____	SP190	Chang Role of Book Repair	____	SP140	Performance Appraisal	____	SP090	Integrated Lib Info Systems
____	SP189	Liaison Svcs in ARL Libs	____	SP139	Performance Eval: Ref Svcs	____	SP089	Tech Svcs Cost Studies
____	SP188	Intern, Residency & Fellow	____	SP138	University Copyright	____	SP088	Corporate Use of Research Libs
____	SP187	ILL Trends/Staff & Organ	____	SP137	Preservation Guidelines	____	SP087	Collect Descript/Assessment

QTY	TITLE		QTY	TITLE		QTY	TITLE	
____	SP086	Professional Development	____	SP057	Special Collections	____	SP028	Gifts & Exchange Function
____	SP085	Personnel Classification Sys	____	SP056	External Communication	____	SP027	Physical Access
____	SP084	Public Svcs Goals & Objectvs	____	SP055	Internal Com/Staff & Superv Role	____	SP026	Bibliographic Access
____	SP083	Approval Plans	____	SP054	Internal Com/Policies & Proced	____	SP025	User Statistics and Studies
____	SP082	Document Delivery Systems	____	SP053	Performance Appraisal	____	SP024	User Surveys
____	SP081	Services to the Disabled	____	SP052	Cost Studies & Fiscal Plan	____	SP023	Grievance Policies
____	SP080	Specialty Positions	____	SP051	Professional Development	____	SP022	Private Foundations
____	SP079	Internships/Job Exchanges	____	SP050	Fringe Benefits	____	SP021	Paraprofessionals
____	SP078	Recruitment-Selection	____	SP049	Use of Annual Reports	____	SP020	Managerial Technical Specialists
____	SP077	Use of Small Computers	____	SP048	External Fund Raising	____	SP019	Staff Allocations
____	SP076	Online Biblio Search Svcs	____	SP047	Automated Cataloging	____	SP018	Staff Development
____	SP075	Staff Development	____	SP046	Plan Future of Card Catalog	____	SP017	Library Instruction
____	SP074	Fees for Services	____	SP045	Changing Role Personnel Officer	____	SP016	Reclassification
____	SP073	External User Services	____	SP044	Automated Acquisitions	____	SP015	Goals & Objectives
____	SP072	Executive Review	____	SP043	Automated Circulation Sys	____	SP014	Performance Review
____	SP071	User Surveys: Eval of Lib Svcs	____	SP042	Resource Sharing	____	SP013	Planning Systems
____	SP070	Preservation Procedures	____	SP041	Collection Assessment	____	SP012	Acquisition Policies
____	SP069	Prep Emergencies/Disasters	____	SP040	Skills Training	____	SP011	Collection Development
____	SP068	AACR2 Implement Studies	____	SP039	Remote Storage	____	SP010	Leave Policies
____	SP067	Affirm Action Programs	____	SP038	Collection Dev Policies	____	SP009	Tenure Policies
____	SP066	Planning Preserv of Lib Materials	____	SP037	Theft Detection & Prevent	____	SP008	Collective Bargaining
____	SP065	Retrospective Conversion	____	SP036	Allocation Materials Funds	____	SP007	Personnel Class Schemes
____	SP064	Indirect Cost Rates	____	SP035	Preservation of Lib Materials	____	SP006	Friends of the Lib Organization
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____	SP060	Lib Materials Cost Studies	____	SP031	Allocation of Resources	____	SP003	Status of Librarians
____	SP059	Microform Collections	____	SP030	Support Staff, Student Assts	____	SP002	Personnel Survey (flyer only)
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